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The PENTATHLON

ELMER D. MITCHELL, Editor

Vol. I MAY, 1929 No. 8

The Middle West Society of Physical Education

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The Preparation of Teachers in Health and Physical Education

C. L. BROWNELL, Ph. D.
State Director of Health and Physical Education, Ohio

THE growth in the number of teacher training institutions preparing specialists in this field is significant. Among the earlier schools were those established by Dio Lewis, Boston, 1861; the North American Turner Bund, New York City, 1866; Dr. Dudley A. Sargeant, Cambridge, 1881; Dr. W. G. Anderson, Brooklyn, 1886; The International Y. M. C. A. College, Springfield, 1887; Baron Nils Posse, Boston, 1889; W. P. Bowen, Ypsilanti Normal School, 1894; Dr. W. H. Savage, New York, 1898; and the University of California, 1898. Other early schools were: Oberlin College and the University of Missouri in 1900; Teachers' College, Columbia University, 1903; Wellsley College, 1909; and the University of Wisconsin in 1911. If my history serves me right, there were fourteen or fifteen recognized schools in 1912. A comparatively recent report from the Department of Interior shows that in 1928 there were nearly 200 recognized institutions training teachers in health and physical education besides several schools giving courses in the preparation of recreational leaders and athletic coaches. A survey of the health and physical education curriculums given by the various educational institutions brings out the fact that these schools differ not only in the length of time required for graduation, but also in the subject matter included. As a matter of fact, about the only elements which the teacher training institutions have in common are that all require: (a) certain courses of a general academic nature; (b) courses associated with general education; and (c) courses in the theory and practice of health and physical education.

There is serious need for us as state officials to give some thought to the training of experts in this field; first, because of the tremendous growth in teacher preparation during the past few years; and second, because nearly all of the planning has been done by persons in the training schools and not by those who are actively engaged in field work. This is no criticism of the normal schools, colleges, and universities, but rather a criticism of our negligence in not presenting certain needs in teacher preparation as determined by laboratory methods. As state supervisors or directors we must exercise caution in formulating or suggesting certain standards for the training schools, basing our recommendations upon carefully selected objective data. Reasons for this caution are obvious. Most of us play a very definite part in establishing the certification requirements in our own respective states. In those with mandatory health and physical education laws but with no director, teacher preparation standards are being adopted. Here the requirements are often patterned after those states in which definite leadership has been established. According to a bulletin sent out by J. E. Rogers last year, the thirty-five states with health and physical education laws include 90% of the country's school population. I mention the above merely as indicating that we should exercise extreme care in preparing recommendations to the normal schools, colleges, and universities which are engaged in preparing personnel for health and physical education.

It will take but a few moments to indicate some of the teacher training problems of today.

Not many years ago it was thought that the teacher of physical education should know as much about calisthenics as the army drill sergeant; that his training in anatomy and physiology should approximate that of the medical student; and that experience as a circus performer would just about qualify him for apparatus work and tumbling stunts in the public schools. Now, it is a fact that the candidate who has made All-American or has earned varsity letters in three different sports is usually preferred. The question is, what type of skills does the expert need, and how much?

A reasonably large number of graduates will act as supervisors in the elementary schools. There is a tendency in this direction

even in the non-urban communities. To become a good supervisor, the person must know something about supervision; the problems of the classroom teacher; and opportunities for correlating health and physical education with other school subjects. Can the necessary information, skills, and attributes be crowded into the four-year preparation period—or how shall the matter be handled?

I have heard experts in public school music state that it is impossible to prepare teachers and supervisors in four years if the candidate has not mastered numerous skills in music before entering college; especially if the student must pursue enough academic work to satisfy the requirements for the Bachelor's degree. Are not we in physical education in somewhat the same position as those in music? It is imperative that the expert in physical education shall possess certain skills—but what skills, and how long a time does it take the average person to acquire these skills?

School administrators and executives frequently criticize the physical education specialist because he does not know enough modern pedagogy-psychology, philosophy, principles of education, and methods of teaching. Well, how much should he know about these subjects? Should the various state certification requirements of eighteen or twenty-four semester hours be accepted as a standard, or is there a better criterion? In Ohio all secondary school teachers must have had 18 semester hours of education. This number applies to physical education teachers as well as for teachers in academic subjects.

Then there is the matter of adequate practice school facilities. What standards should be established here? It seems reasonable to insist that the candidate shall have his practice school training with the grade of pupils he will teach when he leaves college. About how much practice teaching is adequate? Are the standards set for academic teachers satisfactory or should we recommend more or less? How valuable is the practice gained by supervising college intramural athletics?

I would be bold indeed to attempt to answer any of the above questions without a greater number of facts than are now available.

Of course one might generalize and say that in the future teacher training institutions must seek to improve their present methods of selecting, admitting, and guiding students to the end that the most desirable talent shall find its way into the profession. A realization of this objective might involve a consideration of the following:

1. A program of guidance in the secondary schools which will make it possible to advise students more wisely as to the choice of a career and which will afford teacher training institutions a more reliable and scientific basis for admitting students.
2. A consideration of more factors than the present method of basing eligibility for entrance upon specific academic achievement. Among these factors will be included:
   A. The high school record of the student, including scores in various academic and physical tests.
   B. Degree of physical fitness.
   C. Tests of general social ability and achievement.
   D. Tests developed primarily for predicting teaching success.
   E. Personal interviews and conferences designed to supplement other data.
3. A careful personal follow-up of students during the first semester in college, gauged to remedy conditions revealed and to reach a final decision as to the candidate's fitness for the teaching profession.
4. The follow-up of teachers in service.

Of course the above suggestions are too general and merely indicate certain trends which, if suspected of some merit, need to be substantiated or rejected by further research.

It seems to me that the initial step in establishing a suitable program for preparing teachers, supervisors, and administrators in health and physical education should be based upon a thorough job analysis. Just what duties are required of experts in this field after they have accepted positions? Again, what fundamental elements make up these duties? Just one illustration: Directors of teacher training programs frequently say, "We give our students a very thorough preparation in the conduct of physical activities both for the gymnasium and playground. We aim at the ideal. After working for a few months our graduates write back that the gymnasium is small, dark, or nonexistent, while the playground has just been used as a site for the new temporary building." In other words many of our teachers are not trained for the sort of conditions which actually exist. An analysis of the situation might reveal that we should first teach these students a number of arguments for gymnasiums, playgrounds, and apparatus, just as we teach them how to use these facilities. Perhaps instruction in how to lay out a gymnasium or playground should be preceeded by a series of lessons on public speaking and suggestions for working with various local authorized and voluntary agencies leading toward the erection and maintenance of suitable gymnasiums and playgrounds.

A thorough job analysis of public school health and physical education is fundamental, I believe, for the successful preparation of teachers. No evaluation of programs in operation at the numerous teacher training institutions or the subjective judgment of experts will substitute for such an analysis. Moreover, this job analysis should be under the direction of a person thoroughly trained in this sort of educational research. At present, Professor Charters of Ohio State University is conducting such an analysis of the duties required of health commissioners. It is believed that the results of Dr. Charter's study will greatly modify, if not revolutionize, the type of training proposed for the preparation of these experts. While a job analysis for health and physical education should be guided by one who has had adequate training and experience in this type of research, there remains a very vital problem, i. e. the drawing of conclusions or recommendations from these data. This work must be done largely by experts in our own and allied fields.

It seems to me that the Association of State Directors of Health and Physical Education could render no greater service than to recommend to the American Physical Education Association the appointment of a committee for the purpose of preparing suitable minimum standards for the training of teachers, supervisors, and administrators. It is possible that the Research Division created at the national meeting held in Baltimore last May could act as the nucleus of this committee, drafting such personnel as is necessary from the teacher training institutions and the public schools for the completion of the task. Furthermore, I believe that we should recommend to this committee that any report rendered by them should be based upon a carefully conducted job analysis. The sporadic increase in the number of training schools in the past fifteen years, coupled with the tremendous growth and re-directed emphasis of health and physical education since 1918, indicate that we need to know with all possible accuracy what factors are essential for the adequate training of teachers, supervisors, and administrators of health and physical education.

SUGGESTED TOPICS FOR DISCUSSION

1. Evaluate interscholastic football and basketball, using as a basis certain criteria for judging the value of physical education activities.
2. Should the teacher insist upon every child entering into a group game during the play period if he cannot be interested in it at the time?
3. What is a good method to use in teaching health education to high school groups?
4. Why have women coaches for girls' athletic teams?
5. What should be done with children whose parents refuse to allow them to take part in physical education? How about religion?
6. Should members of athletic teams be compelled to take physical education during the athletic season?
7. How far is the school responsible for the care of athletic injuries?
8. Should the physical education teacher participate in the games after they are well started?
9. Is it better to devote the two gymnasium periods each week in a small high school to formal physical exercises or to games, and how much time to each?
10. Is it a fair presumption that, almost without exception, the faults to be found in interscholastic athletics for women lie with the coaches, either men or women?
11. What kind of a program do you recommend for the small high school?
12. Should junior high school boys be allowed to play football? soccer? speed ball?
13. Do you recommend football for the small high school? soccer? speed ball?
14. What substitute would you offer for interscholastic games for girls?
15. What is involved in Posture Training? Should we have special exercises in it?
16. Does teacher's responsibility cease when defect is reported to parents?
17. What should be done where children bring statements from family physicians to the effect that the child shall be excused from physical activity?
18. Why not include military drill in the physical education program?
19. If our children need exercise there are plenty of chores to do at home; they do not need physical education.
20. Modern health education teaches the child about nutrition, home hygiene, and a number of things which we cannot afford. Should hygiene educate the child away from the home?
21. Why make us transport children to school and then run them to death in the physical education program?
22. As I pass down the street I see folks walking with an ungainly gait. Why not teach walking in physical education?
23. Should recess periods be used as part of the 100 minutes for physical education?
24. Shall certification requirements in physical education be as high as those for English or mathematics?
25. Our physical education teachers do not know enough about health and the activity programs. Why not have a high school preparatory course?
26. The health work in the school should be under the administration of the Board of Education.
27. Medical inspection should be under physical education (or) physical education should be under the medical inspector.
28. Is it a false premise to assume that physical education means health insurance?
29. We need a job analysis of the physical education profession.
30. The physical education program should be adapted to the individual's needs.

(*Concluded on page* 44)

Plato on Physical Education

JEAN E. CHRYSSAFIS
Director of the Division of Physical Education, Ministry of Public Instruction, Athens, Greece

(Concluded from April issue)

WITH respect to daily exercise, Plato is of the opinion that it must not begin suddenly by violent exercises. It should always begin with moderate movement, an execution of all the natural movements, external as well as internal, so as to give order to all the functions and organs of the human body (Timaeus, LXII). As long as the body is exercised according to physiological order and measure, and as long as the work of the vital functions is not trained by badly chosen movements, the physiological resultant (health) is assured. When, on the other hand, a certain part of the body is by preference exercised to the neglect of another, the one is increased to the detriment of the other.

Among all the types of movements the best is active movement, which takes place in the body by its own kinetic means. After active movement comes that which is executed by another gymnast or comrade, who puts into movement the members of the one who receives the exercise. The third type of exercise is the one which takes place in the body by means of external agents. Of all the auxiliary means of assimilation and of dissimilation, the best is active bodily exercise. Next come the passive movements in suspended beds, apparatus like teeter-totters and swings, carriages, row-boats, and the means of transportation which do not produce fatigue. Here, perhaps by not naming it, Plato wishes to make an exception of horseback riding, which is a kind of transportation but not without personal fatigue. There is still a third type of movement which should not be used except in case of supreme need, and never practiced when the body is in good condition. This movement is purgation by medicines: that is to say, the production of movements in the organs of the great vital functions by means of external agents.

In spite of the poverty of knowledge of his time, without knowing the mechanism of circulation and the manner of the penetration of air into the blood, nor even how the afflux of these two elements acts on the renewing and the purification of the organism, Plato, by saying that gymnastics is the supreme regulator of assimilation and of dissimilation in the human organism, has quite scientifically formulated its physiological aim. Besides, by ascribing to the circulation of the blood and of the air the hygienic results of physical training, he has guessed the scientific truth of the physiological action of systematic movement.

Alongside the simple, light and graceful gymnastics and the hygienic and aesthetic agonistics, Plato also places all military training and preparations (Laws, VII, 17). In this last group he includes shooting with a bow, the throwing of weapons, fencing, tactical maneuvers, marching and encampment, and all exercises in horsemanship. Wrestling and boxing should also be practiced, not for the sake of the contestants who seek victory in sports, but for the purpose of developing useful movements in combat.

National defense, according to Plato, is the social aim of physical education. "All citizens should practice gymnastics in order to assure the physical qualities which are indispensable to them. They should not exercise to become mere athletes—wrestlers, boxers, and pancratiasts who are overcome by sleep and the needs of their bellies—but to become athletes of the greatest of all contests: the defense of the Country." It is for this reason that Plato speaks at length of fencing and recommends all citizens to take up this exercise which makes every man braver and also more courageous in war (Laches, II). At the same time, he says, fencing makes one more slender and more skillful. Consequently, because of these qualities, a man becomes bolder against opponents. Moreover, fencing is a branch of physical training of manifold utility and quite befitting young men. From the point of view of bodily exercise and expenditure of muscular energy it is not inferior to any other exercise whatsoever.

The moral advantage of fencing—bravery, war-like spirit and perseverance in combat—have especially attracted the attention of Plato and they have convinced him of the superiority of this exercise in com-

parison with other tests of the palestra. Granted that every citizen should above all else try to become a good guardian of the city, every means which leads directly to this purpose is preferable to every other. Thus, even though an exercise may be traditional, it may nevertheless be inferior in social results, and should consequently not be preferred to other exercises lacking tradition but decidedly superior in social effects. Consequently, in the great national games, Plato proposes to replace wrestling and other athletics of this type by fencing and by organized attacks, one against one, two against two, even to ten opponents against ten. For the realization of these martial contests he also suggests that fans and experts of fencing draw up rules of fencing tournaments which are to show how to select the victor, how the total classification will be determined, and finally what will be permitted and what will be forbidden during this tournament (Laws, VIII, 2). Plato also recommends the formation of a group of special fencing teachers who would be charged with subjecting all the citizens, without exception, to a systematic training (Laws, VII, 17).

The Role of Dancing in General Education.

Among the constituent elements of the complete bodily education, Plato also places dancing (orchesis). He says that it is an imitation of what is declaimed, and it is executed by means of the forms and gestures of the body (Laws, VII, 18). He distinguishes two kinds of dancing: serious dancing, which imitates the best formed bodies in their postures and movements which are proper and commanding; and the ugly or ridiculous dance which imitates ugly and ill-formed bodies in their still more ridiculous postures.

The serious dance has in itself two branches: martial or pyrrhic and peaceful or Emmeleia. In the first, beautiful bodies and manly souls give the image of war and of violent exercises. They do this by imitating all military marching formations, and the movements that are made to avoid a projectile; at times by bending aside, and then by lowering oneself or jumping up high. They also imitate the movements of attack; such as drawing the bow, hurling the javelin, and in general every mode of attack and every kind of blow. When these movements have been executed in a regular and precise manner, from the point of view of form and of rhythm and at the same time with the requisite strength and spirit, then this imitation breeds exactness and vigor. As a result there is not only a faithful representation of a scene of ordinary life, not merely an elementary instruction in these preparatory movements in the use of arms, but there is a gain in dexterity and in exactness of the natural movements of the body. In the peaceful dance, the dancers imitate the soul of a wise man who lives in prosperity and in reasonable pleasures. This dance is the manifestation of the feeling of happiness, and reveals the strong souls who even in pleasure keep their mastery over themselves.

Vase painting, showing scene in gymnasium. The outer figures are engaged in jumping. Apparently such sports were sometimes carried on to the accompaniment of music, for the central figure is playing on the double pipe. Greek athletes used jumping weights, called halteres, of stone or metal.

It is not so easy to define other dances and determine their objectives when they lie outside these two branches of the serious dance: that is, the different Bacchic dances, the imitations of the nymphs and of the god Pan, the dances of the satyrs, and the representations of drunken Silenus. But since these dances do not have as their principal characteristic either the martial element or the peaceful one, they do not have a social purpose. Consequently, those who are busied with the public good should leave them aside and concern themselves only with the serious dance, be it martial or peaceful.

With respect to the ugly dance, Plato shows himself still more severe. This dance, which imitates the ugly and hideous bodies and thoughts in the most exaggerated and ridiculous manner, should not be practiced by citizens. It is, however, important that they should see it and recognize it, for no rational man can learn the serious without knowing the ridiculous. But he should know the ridiculous in order also that he may not say or do anything ridiculous because of his ignorance. The citizens should never give themselves over to cheap diversions, but, on the contrary, should leave them to foreigners and to paid buffoons.

To carry on its instruction in physical education, the City should provide special equipment, gymnasia and fields of exercise.

The gymnasia should be established within the city proper, and the fields outside the city limits. These gymnasia and fields must be furnished with all the necessary material for all kinds of gymnastic or military exercises: horsemanship, shooting with the bow, and scouting maneuvers. Moreover, there must be placed in all these establishments special teachers, paid by the City, who will be charged with physical and intellectual instruction of all the children and youth. This education must be obligatory not only for the children whom parents send to school but for all the youth of the Country, inasmuch as the youth belong rather to the City than to the parents (Laws, VII, 11).

The Teaching Personnel. Teachers of Wrestling, Gymnastics and Fencing, Paedotribes, Gymnasts, Fencing Masters.

These gymnasia and fields should be placed under the control of special magistrates, of whom some are charged with intellectual teaching and others with physical education. The bodily cares should be entrusted to paedotribes (gymnastic teachers), who should put order and coordination into the body; for the bodies, like souls, also need order and improvement in order to develop health and strength. (Gorgias LXIX).

A paedotribe is the one who governs in the best way the organic ensemble which constitutes the human body (Minos, X). For this purpose the good legislator of the different parts of the body has at his disposal only two means; food to increase and develop it, and muscular work to build it up normally (Minos XVI). The paedotribe should have a sound knowledge of human bodies so that he may distinguish those which are completely healthy from others which should not be subjected to every kind of exercise. It is not only advanced age which must make a rational choice of exercise; youth also must choose the exercise appropriate for its development and its physical constitution. The principal aim of the paedotribe is to create beautiful and strong bodies (Gorgias VII). But all those who are occupied with the human body should have a distinct and precise idea of the whole human being. Many diseases escape the vigilance of doctors for they do not know the human whole which they are treating; on the other hand, the good doctor takes care of the whole body and by caring for the whole, cures the ailing part at the same time. (Charmidas, IV).

Youths practicing the Pentathlon. The chief motive of Greek athletics would seem to have been that of sport, looking to harmonious physical development as its result.

Besides the knowledge of the human body, the paedotribe must also have a fundamental knowledge of gymnastic art, for it is he who will direct each one when and how he shall exercise (Alcibiades, IV). It is for this reason that the one who exercises should listen solely to the commendation which comes from the paedotribe and not any comer, especially the so-called amateur. Only the paedotribe will be able to give him useful counsel regarding his diet and physical training for the paedotribe alone possesses the necessary education, experience, and competence. And, if at times it is necessary to ask for the opinion of a person not in the profession, one should always turn to a person who in his time has been trained by a good paedotribe (Laches, VIII), for he will have better knowledge than all the others.

The term paedotribe as used by Plato designates the person competent in matters of physical education. He does not mention the term gymnast. Indeed, we find nowhere a citation relative to the difference existing between the paedotribe and the gymnast of which Aristotle has given us a faint notion but which Galen clearly established many centuries later. We may perhaps say that in the time of Plato this distinction between gymnasts and paedotribes did not obtain, or that they did not even employ the word "gymnast." Probably all the teachers of physical exercises were then called paedotribes and had full charge of the various phases of

the physical education of the youth, inasmuch as they were at the same time hygienic gymnastic teachers and also supervisors of athletic training. But when, some time later, the extravagances, the excess, the overtraining, forced dieting, and in short, all athletic cacotechnia (athletic mal-practices) triumphed over the art of the paedotribe, the gymnast appeared. The athletic mal-practices turned the paedotribe aside from his hygienic and aesthetic purpose and directed him definitely toward professional athleticism. The new teachers, the gymnasts, having a more fundamental knowledge of the human body, were considered as the persons rightly chosen to take charge of the direction of rational and aesthetic physical education of youth. Moreover, it may be that this difference between paedotribes and gymnasts began to be established on the day that Hippocrates, the father of medicine, hurled his severe accusation against paedotribes and delivered all the other serious reproaches which are written in his book on dieting (On Diet, I, A, 647) ; for example, "'The paedotribes teach young men to do injustices in a just manner, to violate the law in a legal manner, to deceive, to steal, to usurp, and in general, to act forcibly to the good as well as the bad." Hippocrates by these words tries to give a short description of the evil influence which the tricks and ruses of wrestling had on the morals of youth. The accusation, however, was hurled and imprinted irrevocably on the whole art of the paedotribe, and it was this perhaps that compelled the educated gymnastic teachers to separate from the empirical paedotribes, just as in our day the professors of physical education are very distinctly separated from trainers and managers of modern athletes.

The Organization of Tournaments According to the Spirit and Purpose of Physical Education.

As we have already indicated, the principal purpose of the whole organization of physical education in the City is the training of citizens for the martial struggles of the Country and not for professional athletics. To attain the supreme aim the legislator must subject all the citizens to a daily training which will comprise light exercise without arms, dances, and gymnastic exercises. Furthermore, once a month he will arrange competitive matches throughout the country for all the exercises that pertain to military preparation, even for the occupation of squares, ambuscades, and the like. The balls which will be used during these contests will not have to be entirely without danger, so that the game of war may not become completely painless and entirely safe. For, on the contrary, the danger of the projectiles will cause the brave to be distinguished from the cowardly among the citizens; the teacher, in his turn, by honoring the brave and punishing the cowardly, will assure the preparation of the whole City for the great martial struggle of the City. If at times, during these exercises, some accident should happen, the fatality should be considered as involuntary, and its author not punished.

A view of a gymnasium interior. The artist conventionally represents the building by the columns. Some chairs are shown, upon which the athletes are laying their clothing. On the walls hang two discus cases, one containing its discus, the other empty; also several oil flasks and other articles. The curved instruments are strigils or flesh scrapers, with which the oil was removed from the bodies of the athletes after wrestling contests.

In this preparatory training for war there is nothing ridiculous, just as there is nothing ridiculous either in training for boxing with spheres (boxing gloves), with which the blows and real parries are avoided as far as possible. Even in these contests one cannot participate without having ever measured his strength against some comrade of the palestra, and having undergone a great deal of preliminary training. And if a person had no comrade to exercise with him, would he not dare to take a sack in place of an opponent and exercise with it by giving it the blows in boxing and the holds in wrestling? And even if he did not have at his disposal any animate or inanimate object, would he not dare to pretend to fight entirely alone? The exercise of gesticulation (cheironomos) which is im-

posed in gymnasia, is nothing else than such a preparatory training.

If we grant that the preparation for war, on the part of the whole City, is one of the principal duties of the legislator (Protagoras, XII, 2), it follows that among all the tests of palestra the citizens will have to choose those which will be useful for this preparation and leave the others aside. The usful tests for war are first of all races of speed, as well as any other exercise which assures speed of movement of the rest of the body. Of all the qualities of the body, speed in the movements is the most useful for war; that of the legs for pursuing the opponent or fleeing before him as well as that of the arm which gives great advantages during struggles. The running contests begin by the race of one stadium (192 meters—about 625 feet.) Afterward two stadia are run (Diaulos).

The third test is racing on horseback; the fourth, the long race of twelve stadia (dolichos—2,304 meters—about 1½ miles); the fifth, the long race of sixty stadia (11,520 meters — about 7.2 miles); and last, the cross-country race of one hundred stadia (19,200 meters—about 12 miles), on hilly ground. All the participants of all kinds of racing must run armed and no test may be run without arms. The only exception is that the participants of the great distances may run with lighter armament than that of the hoplites (line infantry).

The participants are divided into three classes: the boys, ephebi, and men. Men must run the entire distance; ephebi should run two-thirds of the distance of the men; and the boys half the distance of the ephebi. Women also are admitted to the contests. Girls who have not yet reached puberty participate entirely nude in the first three speed races, as well as in the horse races. Those who have gone beyond this age run dressed in a suitable costume.

Such are the rules for races. As for exercises of strength, instead of wrestling, Plato recommends the attacks of fencing, of which we have spoken sufficiently above; and instead of the pancratium, he recommends the contest with martial projectiles, such as the bow, the javelin, sling, and the hurling of the stone with the hand only. In the same way, instead of the races in chariots, which do not have a practical aim, he prefers horse-racing, but even that must be run by armed riders (Laws VIII, 2-4).

Physical Education of Women. Equality of Education of Men and Women.

The benefits of this physical education must not be the exclusive privilege of men. Women also have the equal right to enjoy it. All that the laws order in regard to the physical education of men must be imposed on women also. Plato insists on this point obstinately. He will not exclude women from physical training, not even from horsemanship; for, he says, there is nothing more stupid than not to educate both sexes in the same way (Laws VII, 11) and to diminish the strength of the City by leaving half of the population without exercise and without education. There is nothing more useful for the City than having all the citizens, men and women, the best possible; but that is obtained only when women also are educated by means of music and gymnastics (Republ. V, 6).

Woman as well as man is endowed by nature with qualities favoring her gymnastic and military training. She is not at all destined to inertia nor even to lack of skill in combat. Moreover, she is full of spirit and does not lack courage. Consequently, there must be assured even to the wives of the guardians of the City (as Plato liked to call citizens) the part of intellectual and physical education which belongs to them. Let them undress to descend into the arena, wearing virtue instead of any other garment, and let them give themselves over in their turn to the lightest exercises, because of the inferiority of their physical strength. And if anyone will laugh upon seeing the nude women exercising to improve their physical condition, such a man does not know why he laughs nor even what he does (Republ. V, 6). Besides, the legislator who wishes to impose this innovation upon the general education of the City must not take seriously the jokes of his would-be wits, for even the physical education of men seems ridiculous to many barbarians, and perhaps these agonistic customs have made the same impression on the Hellenes also when for the first time they borrowed them from the Cretans and from the Lacedemonians.

All the citizens, men and youth, must be eager for this education. But the girls and women must also be exercised for the dance with weapons, for the wielding of weapons, for tactical musters and maneuvers, and for laying weapons on the ground and picking them up again. For, if ever the City were menaced by an invasion and should be

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Leisure Activities in Changing Japan

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MODERN JAPAN affords one of our most outstanding examples of a rapidly changing culture. Seventy-six years ago Japan was an isolated, almost unknown nation; today she is considered one of the five leading nations of the world. Then she was a feudal, typically Oriental, self-contained nation; now, commercially and politically, she is a world power. The great change, however, has taken place in the last quarter of a century. In no other country has change been so rapid and so marked, for in no other country has there been the widespread attempt to consciously change the ways of living. The rate of change is probably now at its height, following the prosperity coming to Japan as a result of her late entry into the war. This transition from the old to the new, from the Oriental to the Occidental, is very interesting to observe, although very difficult to understand and explain.

In this paper, I will try to describe the process by which one phase of culture—leisure-time activities—developed, showing the source, the diffusion, the adjustment difficulties, the reasons why certain activities were introduced and not others, and the influence of the native culture on the borrowed civilization.

The recreation found in contemporary Japan is of two sources—certain phases growing out of the distant past and others recently borrowed from Western Powers.

The popular native games find their origin and development in the feudalism of her days of isolation from the world. For the native culture, after coming in contact with western civilization for less than a century, 1542 to 1624, suddenly severed itself from the world. No Japanese were allowed to leave the country nor were foreigners allowed to enter. During the 250 years that followed, Japan's culture developed entirely by its own momentum, without the unstabilizing and differentiating effects of new and strange foreign culture traits.

The recreation which emerged must necessarily be studied in the light of the social situation of the period, and since the feudal lords and their Samurai—knights or fighting men—alone had sufficient leisure, they were the first to develop recreational activities. The Samurai were the gentlemen of the period; they read Chinese classics, scorned money and trade, developed a code of conduct — Bushido — and invented combative sports. The romance surrounding their life is still attractive to modern youth.

The sports which I will describe display well the characteristics we would expect from the culture of that time; they were individualistic, warlike, intended to develop the body, practical to a fighting man, and entertaining.

The lords early became interested in the games for their own amusement and for the training of champions to compete with the champions of other lords. This probably was the origin of professional sport in Japan.

Judo, or jiu jitsu, one of these sports, familiar in part to Americans, grew out of one method of fighting of the Samurai who practiced divers ways of choking, breaking the limbs, or taking the life of an opponent. One feat was to throw the adversary in armor in such a way as to break his neck. Today, it is a competitive sport in which each combatant endeavors by skillful offense and defense in wrestling to take advantage of his opponent's strength. Judo is based on the proposition that when equilibrium is destroyed one falls or may be thrown easily. The two contestants pull, trip, push, slap, dodge, charge, or feint—any maneuver to cause the other to lose his equilibrium. When one secures the advantage, he pursues it until the other is helpless and admits defeat by tapping the floor with his foot or hand or is adjudged the loser by the referee. The bout rarely exceeds four or five minutes in duration, after which the contestants rise, smile, bow, and rest before beginning again. The technique of the sport is very difficult, requiring many years to master. There are nine grades in the curriculum of jiu jitsu, and it takes a year of close application to master one grade. Naturally few get beyond the first few grades.

Wrestling, another sport handed down from the past culture, as contrasted with jiu jitsu, was unquestionably a sport from its beginning. Later it was professionalized by the training of the better wrestlers for the amusement of the lords and for competitive matches with the wrestlers of other lords. As a professional sport mainly, much like our boxing and wrestling, it has come down to the present. Japanese wrestling differs considerably from the American sport, for, instead of striving to pin the other's shoulders to the mat, a contestant need only, by pushing, pulling, tripping, or lifting, cause his opponent to cross the circumference of a circle (15 feet in diameter) or touch the floor with any portion of his body except his feet. Apparently the sport is based on strategy, size and the ability to exert a tremendous power for a few seconds at a time. Since this is true, the wrestlers try to make themselves very heavy, so they will be hard to move and to grasp.

The bout itself takes only a few seconds, but the preparations and formality seem endless. The two wrestlers, on having their names called, enter the ring, bow to each other on their hands and knees, and then go through a long warming up exercise, in which they display their muscles to the admiring crowd.

Two-handed sword fencing is without doubt another Samurai game. Today, however, in place of steel swords, bamboo rods are bound together, but the medieval armor is still worn. The noisiest athletic exhibition possible follows, when the two combatants rush at each other, slashing in all directions with the two-handed swords and pounding each other's armor.

Here we have seen three typical native games that have survived from the days of Japan's severance from the world. We have seen how they fitted into the civilization of that period, and how they have been altered to fit modern conditions.

When the world, through Commodore Perry in 1853, insisted that Japan open her doors and give to and receive from the civilization of other nations, it was a strange world Japan saw and also a strange Japan that the world saw. Many of the foreign innovations appealed to Japan; these she is hastening to study and apply at home. On the other hand, some of the native developments appealed more than the foreign, and these have maintained a strong struggle for existence.

Before the leisure time program can develop there are certain fundamental cultural conditions that obviously need to be present. There must be available free time, and the would-be participants must be assured of a living. Further, congregation of people, although not a requisite, greatly facilitates and stimulates the growth of leisure time activities. So also does the lessening of the family bonds, which allows diversified recreation for special age groups.

Free time, until the beginning of the present century, was very limited; for the Japanese population, except for a negligible part, was on the farm or in the small shop. Regular hours or days of work or responsibility were not known, so there was little room or need for play. With the advent of industrialism, however, a small portion of the population was freed from work and responsibility a part of each day. This created the need for organized recreation. So we find today about 15 per cent of the population working ten hours a day, with the remainder of the day free, and with two days a month entirely free. Of course, this is not much free time nor are many people involved; but both are increasing annually.

In addition to having free time, there is need of a certain security against economic wants before recreation can wholesomely grow. In a recent survey in Japan, I found wages ranging from 40 cents to one dollar a day, which is a very low standard considering that the price index of commodities is approximately that of the United States. Although the employee is not making sufficient money to properly care for his free time, the employer is partially meeting the problem by providing leisure time programs and equipment—concerts, play rooms, athletic fields, lectures, and the like. It is difficult to predict at this time whether the industrial recreation programs will continue to develop or whether labor will gain in strength, secure higher wages, and insist on handling its own program. The most significant point, however, is that both employer and employee are increasingly recognizing the value of constructive, self-expressive recreation. Regardless, therefore, whether the employer succeeds in keeping wages close to the subsistence level and handles the recreation program, or whether labor secures a larger share of income and organizes its own free time, greater emphasis in either case will result.

To write on leisure in Japan without considering the important place of home life would be a great mistake. For the removal

of recreation from the home to other institutions, a transfer which has so extensively taken place in our country, has only started in Japan. There the home is still largely intact, both occupationally and recreationally. Especially is this true on the farm, where 70 per cent of the people still reside. The family as a unit, including the wives of the married sons, till the small farm together—the average size farm is only one and one-half acres—worship together, and play together.

After the need for leisure time activities arose, what was the process of supplying this need? How did diffusion take place? Of course, there was no definite plan, followed by a well thought out program to put it into effect. On the contrary, the activities we find today grew largely by the trial and success method of adjustment—a sort of adaptive growth.

We saw how old sports adapted themselves to modern ideas. Now foreign recreation, which has been filtering in as a result of Japanese bringing new ideas from abroad and foreigners coming to live in Japan, has been adapting itself to the Japanese civilization. The government has been sending men yearly to other countries to study and bring back the best they find in foreign cultures that will fit into the contemporary Japanese life. Besides the recreational activities brought back by the government representatives, many innovations filtered in through Japanese travelers, students, and business men. Since the reopening of international intercourse, many foreign representatives are living in Japan's leading cities, in much the same way that they lived at home. Clubs, gymnasia, and athletic fields have been built, so that their homeland recreations may be continued. This naturally would have a large influence upon a people with the curiosity and imitativeness of the Japanese.

After new recreations are introduced in Japan they diffuse rapidly, if they fit, through the excellent, highly organized school system, national festivals, the Y. M. C. A., publicity, and the like, for the inhabited part of the country is small.

When Japan opened her doors practically all the recreational activities of the world had an opportunity to enter. Why have certain activities been adopted and not others? Why baseball and not cricket? Why basket ball and not football? Why any games and not music and painting?

A complete understanding of causes involved would be very difficult if not impossible. There are unquestionably many factors involved, just a few of which we will examine. Before a culture trait will find acceptance in a new environment, a need for the trait must be present or created. Basket ball and baseball filled a real need for a summer and winter group game; and with industrialization and urbanization today displacing the handicraft system and ruralism of old Japan, the need became apparent.

Occidental painting, music and other arts, along with combative games such as boxing and wrestling, did not find a welcome place in the new Japan because the Empire was well equipped with these forms of leisure time activities, and they were not incompatible with the acquired culture. And again, there grew an appreciation and demand in foreign lands for Japanese art, which encouraged Japan to continue her own art.

In addition to the need, the resources and physical environment of the territory must not be incompatible to the new activity. This explains in part the reception of golf and football, the former on a small scale and the latter not at all. With 85 per cent of Japan mountainous, and a large population of sixty million to feed on the remaining territory no larger than California, land obviously is scarce and valuable. And since golf requires large areas of land besides rather expensive equipment, its growth will not be great. This handicap is also applicable to football, although more important reasons could be adduced to explain football's absence, the chief one probably being that football has not yet matured and developed definite rules, but is still in a state of transition. Also, the Japanese seem to dislike games involving physical contact.

The educational system of a country, with its resulting literacy, determines to a large extent which free time activities will be introduced. The Japanese educational system has prepared an ideal ground for the introduction of American group games, for the two systems have many points in common.

Young people, since Japan has had compulsory education for some time, are literate; so even the more complicated form of recreation will find adherents and subsequently result in diffusion. Baseball, with its complicated rules, excellently illustrates the point at issue. The skill with which Japanese school boys play baseball speaks well for their capacity and understanding to grasp the intricate game. The people at large also understand the game, as shown by the large number, 85,000, who witnessed

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The PENTATHLON

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Health - Play
Physical Education
Athletics - Leisure

Journal of
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Published at ANN ARBOR, MICHIGAN
E. D. MITCHELL, *Editor*

THE PENTATHLON'S FIRST YEAR

With this issue, The Pentathlon ends its first year.

It may be well here to sum up the policies of the magazine; for these, in the main, will be continued the coming year.

The magazine has tried to be original. It has tried not to encroach on the fields well covered by other physical education or athletic magazines. So it has had a stress all its own. Its very name, The Pentathlon, shows that it has tried to be all-embracing and to consider the field of Physical Education in its broader and cooperative aspects. It has stressed the relationships between the various phases of Physical Education—the health, play, formal, athletic, and recreative aspects—and considered their administrative problems. Probably no phase of our profession is more important and more critical than this one. The alliance of these various phases in a comprehensive system of Education, is our great opportunity. If we mould together these five companion factors of education, we have a chance for administrative positions second only in importance to that of Superintendent of Schools.

In addition to this enlarged view of our profession, The Pentathlon has stressed the administrative and organizing technique necessary to the successful promotion of a large, all-embracing program. Consequently, it has featured articles stressing mass teaching of enjoyable motor skills—gymnastic, athletic, or purely recreative; and also methods of securing general participation of all the students in competitive and recreative activity.

This sums up in a brief way the policies of The Pentathlon. It has desired to reach all teachers and their needs and possibly practical articles have been given preference. It would, however, be a mistake for our magazine to be entirely practical; our readers should also have to digest some material of more abstract and philosophical value. Our readers no doubt enjoy a limited amount of the high-brow writing. By preserving a balance between the so-called practical and high-brow, The Pentathlon once more lives up to the meaning of its name—that is, harmony in all things, and avoidance of overemphasis on any one.

There are a few other features that possibly have characterized The Pentathlon. It has stressed as much as possible the human interest side of our work; the experiences of our workers, showing their adventures you might say—their everyday incidents and anecdotes, the funny things that happen in class, in officiating, and in their relations with students, teachers, parents, and community. Even though all of these occurrences may not have practical value, still on the whole it is very valuable and stimulating to absorb the atmosphere of our profession.

The magazine has introduced a number of new writers to our profession. It has been a great joy to find some one whose talents would have "been born to blush unseen" were it not for the medium of our pages. In a profession like ours, with its ever increasing possibilities, we must all be interested in developing leaders. It is a good thing for younger teachers to publish articles. Superintendents and principals like to see their city represented in print. It looks as though their city is alive and progressive in its teachers. It would surprise some of our authors to know that the principals of their schools had written to obtain extra copies of the number in which their articles were printed. From the standpoint of the teacher, it is a gain to be an author, for it brings the teacher to the attention of other physical educators and stamps him as interested in more than the hours of work that go with his job.

The Editor cannot help but feel, at times at least, that The Pentathlon is rendering service, that it is bringing helpful material to its readers, that it is helping many of the readers to rise in their profession.

A magazine is, however, more than a one man affair. Cooperation is needed, mainly in getting articles, advertising, and new subscribers. With your help—and there are many of you who have already helped—we can make The Pentathlon a permanent success and a help to our profession.

Training Counselors for Girls' Camps

MISS ROSALIND CASSIDY
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THE pressure for trained leaders in the field of camping is coming more and more upon departments of physical education in colleges and universities. This fact, coupled with statements from camp directors on the lack of much needed training in persons prepared in physical education, has made those of us who are training physical education teachers aware of a need for expansion and enrichment of our curriculum in order to send out students who are prepared to undertake this interesting leadership problem.

Efforts to meet this need have been made in some institutions. The courses at Columbia University and at Boston University are well known. They are short term courses or extension courses given at night, and serve as an introduction to the problems of the camp program. The usual plan is to spend four or five days or a week-end at the end of the course in some camp environment where some practical activities may be learned by actual participation on the part of the students. Such courses are undoubtedly of value but are too brief and too theoretical to provide adequate camp counselor training. Since the organized summer camp claims to be an educational institution, the program should be set up and tested upon educational principles and those who are on the staff should be educators with general educational training, skill and culture in their background. These persons must know the physical, mental, and social needs of children of camp age and must be skilled in a leadership method with them. We would all agree that such skill cannot be learned exclusively from books. All teacher-training plans include practice teaching. This we must provide in counselor training.

The Pacific Section Camp Directors' Association was given the problem of a curriculum in counselor training to report on at the National Association meeting this year. The steps taken in this report are educationally sound and may be helpful to others who are endeavoring to enlarge the physical education major training with opportunities in counselor leadership training. The committee took the following points as bases for procedure:

1. The organized summer camp is a part of education.
2. Those giving leadership in such a camp must have the training qualifying them to be educators.
3. Curriculum construction — Modern educators have given us very well defined steps in curriculum making. If we follow these in making a curriculum for the training of camp counselors, we would proceed in this fashion:
    1. Study the needs of the camp counselor in the actual job.
    2. Set up objectives based on these needs.
    3. Select units of activity or experience that will secure the objectives.
4. Modern education accepts the theory of "learning by doing." Therefore, any course for counselors must combine theory with practice in the actual camp situation.
5. Vocational guidance is needed in the field of counselor leadership as in other fields of educational expression. Those persons well qualified for this work should be advised into it; those not qualified advised out of it.
6. The principles in 4 and 5 show that a correspondence course in counselor training would be unsatisfactory unless augmented with practice.

It was decided that the groups who know most about the job of the counselor are the director and the counselor. A questionnaire was prepared, which was answered by counselors and directors. The same questionnaire was sent on to the National meeting. This is the questionnaire used?

(Please check status of person answering)
Director Counselor

Check qualities and knowledge you consider necessary in the camp counselor. (Please read carefully and underline in each group the item considered necessary)

I. Personal qualities
    1. Physical Fitness
        Radiant health
        Vigor
        Wholesome appearance
    2. Personality
        Posture—Well poised, stiffly erect, fair, poor
        Character—Ideals, unselfishness, honesty, judgment, sympathy, open mindedness, dependability, promptness, sociability
        Background and Culture
        Leadership
        Manner
            Poise and assurance

FIELD HOCKEY AND SPORTS CAMP

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Fourth Season

June 29 to July 28, 1929

The Mills College Field Hockey and Sports Camp offers both graduate and undergraduate credit in field hockey; field ball, speed ball and soccer; swimming; life saving; horse back riding; tennis; natural dancing; tumbling; camp leadership courses offering the Counselor's Certificate of the National Camp Director's Association.

Special emphasis is placed upon advanced methods in teaching Field Hockey. The best English methods are used, with adaptations which have been found by experience to be more suitable for the American situation.

Camp will also be open for teachers desiring a restful vacation, or for those who are interested in having the opportunity of riding, swimming, tennis, golf, etc., without the necessity of taking courses for credit.

For information address:

Miss Rosalind Cassidy or **Miss Hazel J. Cubberley**
Mills College P. O., California
University of California Los Angeles, Calif.

- Enthusiastic, with natural dignity and courtesy
- Pleasant—not forceful, cheerful, drive and energy
- Voice
- Enunciation clear, enunciation not clear
- Pitch—high, low, pleasing
- Volume and resonance
- Dress
- Appropriate and well groomed, appropriate and not well groomed
- Conspicuous addition to camp uniform

II. Knowledge of Camp Administration
- Development of camp movement
- Objectives of the original summer camp
- Educational aims of the organized summer Camp
- Types of summer camps
- How camps are equipped
- How camp directors choose counselors
- Camp contracts
- Professional relationships
- List other items

III. Knowledge of Children
- Child psychology
- Growth and development of the child
- Child hygiene
- First Aid
- Theory of play
- Theory of play leadership
- List other items

IV. Program Abilities
- Must have skill in special activity
- Must have skill in other activities
  - swimming, dancing, hiking
  - canoeing, wood craft, nature lore
  - horseback riding, baseball, camp crafts
  - camp fire activities, basketball, dramatics
  - over-night trips
- Methods of modern project teaching
- Ability to play with children
- Ability to apply knowledge of child psychology
- List other activities if considered necessary

The curriculum chart based on this questionnaire shows in column one the needs of the camp counselor in the actual job. In column two it shows objectives in training set up upon these needs, and in column three it shows courses which can be chosen from the college curriculum to prepare the counselor for the demands of camp leadership. The chart should be read across the page, as one in column one leads to one in column two, and this leads to one in column three, etc.

Column three suggests the content of a curriculum in counselor training based on a study of the actual needs of counselors in their job. It puts repeated emphasis on the need for practice in the camp situation with children of camp age. This is a need that we have been feeling for some time in the counselor-training courses organized four years ago at Mills College for the Pacific Section Camp Directors' Association. We give a month's course in the summer school, which combines theory and practice in a camp program, but the camp group are adults. This year we are setting up a girls' camp, which will be a demonstration in the best practices in the organized summer camp, and there we will be able to give the persons who have had theory and some practice an opportunity to experience a camp program in operation. They will learn by doing. Many feel, I am sure, that this is a long and expensive training for camp counselors. Surely the chart study with the demands shown in column three proves that an adequate preparation is necessary for counselor leadership if the camps are to retain their claim of being a part of the education of the child.

One other service that correlates with this counselor training is that of counselor placement. We maintain in the physical education department at Mills the counsellor placement bureau of the Pacific Section Camp Directors' Association, and this serves as a clearing house for the staff needs of camp directors and the "job" needs of prospective counselors.

The Counselor needs for the leadership "job" in camp	Objectives	Units of training selected to meet these needs
I. Personal Qualities	I. Personal Qualities	I. Personal Qualities
1. Physical fitness	1. Physical Fitness	
a) Radiant health b) Vigor c) Wholesome appearance	a), b) To train the prospective counselors in habits, attitudes and knowledge that will make for best individual health. c) To build ideals and taste in physical appearance.	1, 2. (a) Course or part of a course that will emphasize those health and personality needs so that prospective counselors are motivated to individual achievement in these elements. Advisors and facilities made available by which those so motivated may improve health, posture, personality or cultural defects.
2. Personality	2. Personality	
a) Efficient posture	a) To build attitudes and habits of efficient posture.	
b) Character ideals unselfishness honesty judgment sympathy open mindedness dependability promptness sociability	b) To get the responses built in the individual listed under Character in Column I.	b) Course in team games.
c) Background and Culture	c) To promote means of enlarging the background of the individual.	
d) Leadership	d) To train in leadership responsibilities.	d) Experience in group leadership.
e) Manner enthusiastic and well poised	e) To build appreciations. To gain poise.	
f) Voice — volume resonance — clear enunciation	f) To train in use of voice.	f) A course in voice training if there are voice defects.
g) Dress — appropriate and well groomed	g) To create ideals and taste in dress — to build habits of neatness.	g) Exhibits of appropriate outdoor costumes.
II. Knowledge of Camp Administration	II. Camp Administration	II. Camp Administration
a) Development of the camp movement b) Objectives of the organized summer camp c) Educational aims of the organized summer camp d) Types of summer camps e) How camps are organized f) How camps are equipped	a), b) To train prospective counselors in knowledge of and appreciation for the details of camp organization.	a), b) A course in camp administration, including the items listed in column I, preferably given in the actual camp situation or with demonstration in actual camp.
g) How camp directors choose counselors	g) To show counselors what are the necessary qualities for a "job" in this field. To encourage the best type to further training in this field.	g), h), i) A course or part of one combined with I above on qualities of the camp counselor.
h) Camp contracts	h), i) To train prospective counselors in professional ethics and responsibilities.	
i) Professional relationships		

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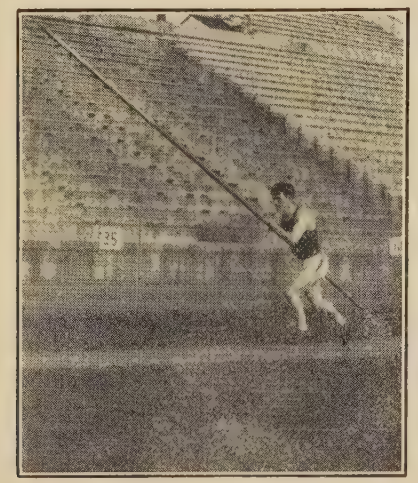
The Pole Vault

GEORGE T. BRESNAHAN
Track Coach, University of Iowa

OUTSTANDING performances in the various events of Track and Field programs seem to recur in cycles. At the present time, the competition in the pole vault is of a much higher quality than at any time for the last ten years.

In the present school of excellent vaulters are: Carr of Yale, Barnes of Southern California, Droegemueller of Northwestern, Edmonds of Leland-Stanford, Williams of Southern California, Otterness of Minnesota, Soults of Iowa State College, Harper and McDermott of Illinois, Warne of Northwestern and Canby of Iowa.

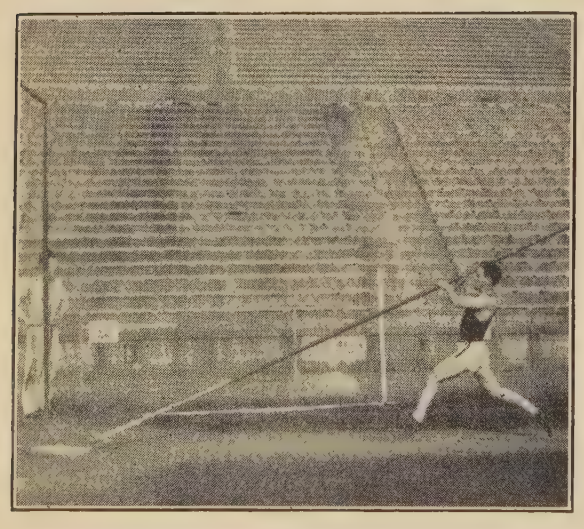


1. *Pole carriage during run.*

Elements of the Vault

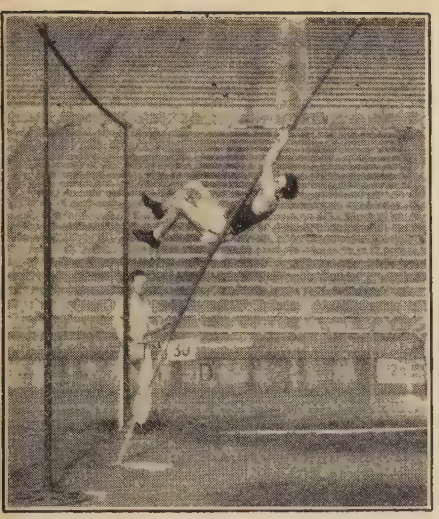
In preparing for the Pole Vault, the competitor, of necessity, has many exercises to perform which, to the layman, would seem far removed from actual vaulting. In brief, the following points must be mastered if the vaulter is to acquire heights beyond 13 feet.

1. A general all around development by means of gymnastic and calisthenic exercises.
2. A smooth, rhythmic and speedy run down the path.
3. A body carriage and arm swing that is graceful and harmonious with the run.
4. A perfectly timed and smooth pole drop. This means the placing of the tip of the pole into the pole plant box.
5. A carefully adjusted take-off distance. This is the distance from the take-off foot to the stop board against which the pole is thrust.
6. The fist of the lower hand against the fist of the upper hand permits an even application of power in the pull.
7. A properly timed and vigorous pull up of the body.
8. A smooth and forceful swing-up of the feet.
9. A well poised arch of the body (jack-knife) or in the case the jack-knife is not used, the "shoot".
10. The timing of the pole release and throw away of the hands, to clear the cross bar, and drop to the landing pit.



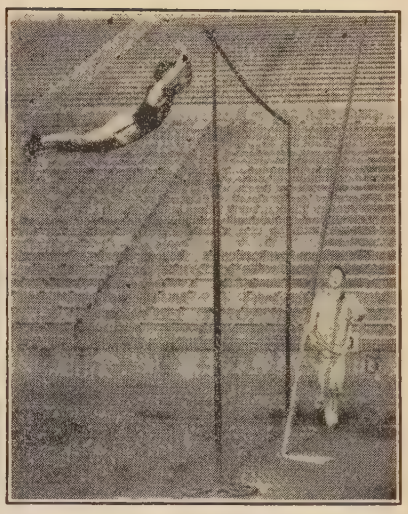
2. *Pole plant and shift of left hand against right hand.*

3. *Driving off with the left foot and start of arm pull.*

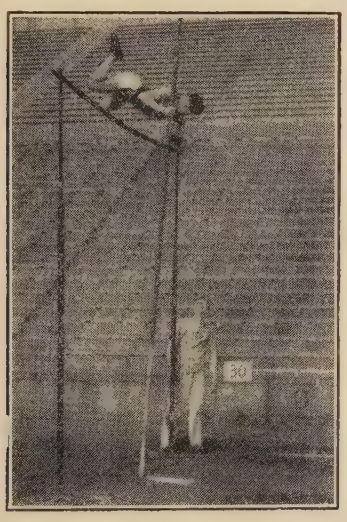


4. *The arm pull-up. This picture does not show sufficiently vigorous pull in the arms.*

5. *Start of body turn.*

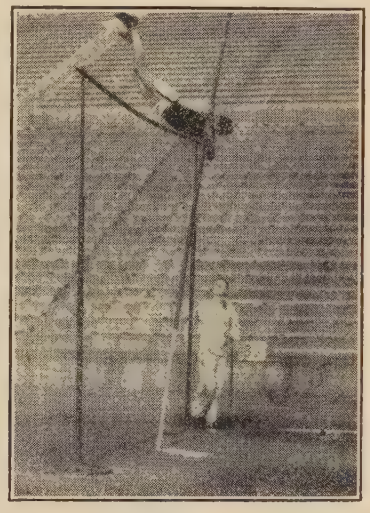


6. *Good height of feet but insufficient body turn. Chest should be parallel to cross bar.*



7. *Body arch should be higher. Note: This fault is occasioned by low height of cross bar.*

Canby, Iowa, holder of Western Conference Indoor Record (12 ft. 7½ in.) posing for the pictures in this series.



8. *Good release of vaulting pole and good throw-away of hands prior to alighting.*

Canby's Exercises

In the training work of Henry F. Canby, who set a new Big Ten Indoor record of thirteen feet, seven and one-half inches, on March 9, 1929, I found that about seventy-five per cent of his practices were on events not related to the pole vault run or on vaulting itself. Here are the things on which Canby works:

1. Seven or eight attempts in the Running Broad Jump, every week.
2. Four or five attempts with the right and left hand in the sixteen pound shot put.
3. Fifty yard dash work with Varsity sprinters.
4. Occasional trials on the low hurdles.
5. Two or three minutes rope skipping daily.
6. Fifteen to twenty minutes on parallel and horizontal bars, chest pulley weights, stall bars, rope climbing and a few other gymnastic events of his own choice.

Mid-Season Vaulting

A month before the competition season begins, the vaulter tries for height about three times every week on alternate days. His practices, however, were held six times every week. In mid-season, the practices were confined to Monday and Wednesday, vaulting for height, Thursday and Friday of each week during the season was left for building up of body tone with some speed work

(*Concluded on page 37*)

Flying Sports with Miniature Aircraft

"A. F. SCRIBE," KANSAS CITY
Instructor of National Champions in Junior Aviation

EVER since I started the flying sport in the great South Parks system in Chicago, and conducted four annual city-wide tournaments at the Municipal Pier in that city, I have been convinced that there is real sport in flying rubber-powered skycraft.

The Playground & Recreation association, through its representatives, obtained their aero start from those tournaments; and now, since Lindbergh discovered Paris, Junior Aviation has spread throughout the length and breadth of our Nation. Our old technique prevails, however, and changes are desirable. It is time a new set of flying games were presented to young Americans, in order that they may have more fun and in order that an increasing number may participate.

Two and four years of age is about as young as flying ability expresses itself, under proper encouragement.

In the good old days in Chicago, we had duration flights, indoors and outdoors, among various groups, arranged according to their known skill. We had original commercial design and scale models that flew—some that carried weights and some that flew empty. We had stunt races and glider contests, speed races and helicopter events.

These were all calculated to discover the champions in each group, and to encourage the great mass of fliers to continue to strive. The present effort is to so arrange our rules and games that increasing numbers will participate.

The Chicago Daily News gave valuable prizes, and because of these, there was a great deal of excellent work done by these aspiring young men and young women. The airplane pilots of that vicinity were most liberal, and gave many flights in real airplanes for these young aviation enthusiasts. In this way, a firm foundation was laid whereby Chicago is one of the greatest cities in the world in the production of aircraft juniors.

For several years we challenged various other cities to participate in our contests. One year I sent twelve complete airplanes to the Detroit Recreation Department in order that they might participate in an inter-city contest by mail. After much challenging from Chicago, the Detroit Public Schools took up the activity, and now have produced some of the best fliers on record. Their success, too, was stimulated by attractive prizes. Sunday stories in the Free Press further helped Detroit get started in Junior Aviation.

Our problem, however, of making this flying activity a common sport available to any and every boy or girl over the age of 12, requires the simple incentives of any other game, plus fascination for the flying art.

The making of flying machines can be done quickly. From our experience with tournaments we have found that within two weeks, with adequate local cooperation boys and girls have been taught to make and to fly simple flying machines; and have had as well, a tournament full of fun and some good flying performance.

In Jackson, Michigan, the Y. M. C. A. boys' work secretary had his airplane flying in the air within forty-five minutes after he began taking instruction—every part made by himself. In Ann Arbor, Michigan, one of the lads entered the classes three days before the tournament and had never made an airplane; but he set to work intelligently, made one good airplane, and won third place in the tournament.

(*Concluded on page 36*)

Picnic Time

A. E. GENTER
Director of Recreation, Pontiac, Michigan

AS the days grow longer and vacation time draws near, the call of the outdoors is answered by many groups through picnics.

During the past three years the Department of Recreation of Pontiac, Michigan, has furnished leadership and equipment for 72 such gatherings with a total attendance of 43,618 men, women and children. The requests for picnic leadership last year doubled those of 1927 and plans are being made to take care of an additional number of requests this year.

Early in the month of May, the Recreation Department sends out a letter to all organizations, stores and factories offering them assistance in planning programs, a picnic kit, and the services of a leader to help in conducting the program.

The first consideration in planning a picnic program for a large group is to find a suitable place which answers the following requirements; a shady grove for the picnic lunch, an adjacent field for games and athletics, a safe swimming beach, toilet facilities, transportation, and privacy. It is unusual to find a location which meets all of the above requirements and generally one or more of them has to be sacrificed.

After the place, date, time, and refreshments have been decided upon by the committee in charge, the program should receive consideration as the type of program will depend upon these factors together with the age and type of group in attendance.

Picnics are genuine fun only when every person finds some activity in which he can take part. Thus the program should contain races and games for children, novelty races for adults, horseshoe pitching, swimming, boating and soft ball for the entire group.

Novelty races are advocated for the grown-ups because there is a tendency for the adults to play so hard that they feel stiff for the next couple of weeks.

Many groups have found that the giving of expensive prizes creates undesirable feeling among the members. When humorous inexpensive awards are made, a spirit of laughter predominates which helps the program.

The program used for the all day picnic of 500 city employees, their friends and families offers suggestions.

Date—June 21 Place—Tommy's Lake

Leave City Hall 8:30

10:00-11:00 A. M—Games and Athletic Events.
- Lucky handshake
- 50-yard dash boys under 12
- 50-yard dash girls under 12
- Watermelon race boys under 14
- Balloon race girls under 14
- 25-yard dash children under 5
- 25-yard dash children under 9
- Sack race boys under 14
- Rope skipping
- Three legged race boys under 14
- Make-up contest (man and woman)
- Nursery race (man and woman)
- Bronco busting teams (Police, Fire, Water, Health)
- Go and go back race (women)
- Newspaper race (couples)

11:00-12:30—Soft ball.
- Police vs. Fire (5 innings)
- Engineers vs. City Hall

12:30-1:15—Lunch

1:15-2:15—
- Addresses by Mayor and City Manager
- Prize awards

2:15-4:30—
- Finals softball
- Swimming
- Free play
- Horseshoe pitching

The following program was used for the Kiwanis Family Picnic:

3:00—Arrive Elizabeth Lake
3:00-3:30—Horseshoe pitching
3:30-4:30—Athletic events

Juniors
- 50-yard dash, boys under 12
- 50-yard dash, girls under 12
- Tiny tots race, children under 8
- Shoe race, boys under 14
- Balloon race, girls under 14
- Cracker race, boys under 14
- Hoop race, girls under 14
- Treasure hunt

Adults
- Volstead race (couples)
- Yale lock race (couples)
- Ladies' banana eating contest
- Necktie race (couples)
- Three legged race (men)
- Backward race (women)
- Egg-spoon race (men)

4:30-5:30—Softball
5:30-6:00—Swimming
6:00—Dinner

(*Concluded on page 42*)

TEXTS FOR YOUR SUMMER CLASSES

Are you familiar with these books? If so, you will probably wish to use some of them as texts in your classes this summer. If not, we shall be pleased to send on approval such as you may wish to examine.

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Intramurals and the School Day

MISS MARY C. DWYER
Director of Girls' Physical Education, Jones Junior High School, Toledo, Ohio

SINCE the introduction of intra-murals in the place of the former inter-scholastic activities, there has arisen among other questions, that of time and place for running off the numerous tournament games leading up to the semi-finals and finals. Frequently, innovations in teaching technique and classroom activity create additional problems for the teachers who realize their value and attempt to promote them. Instructors in the various academic branches will doubtless recognize that this is true, especially while the new methods are in the experimental stage. So, too, the Department of Physical Education is often confronted with the fact that the most progressive movement is not always the easiest one.

There are, no doubt, in the Mid-West Association, schools similar in equipment to Jones Junior High School in Toledo, Ohio. Here we have two gymnasiums, a large one and a small one. With 360 girls and an equal number of boys reporting to gym classes three times a week, a careful co-ordination is necessary between the girls' and the boys' programs. Each of these programs includes afterschool work as well as class period work. These schedules have included, on an average, three intramural programs a year—fall, winter, and spring. It is quite apparent that the afterschool work demanded of the instructors in order to carry on these schedules, reaches large proportions.

To eliminate some of this afterschool activity and also to combat the intense home-room competition, changes were made in the arrangement for the Fall and Spring Tournaments. These changes I shall give in detail, in the hope that others similarly situated and faced by the same obstacles may find helpful hints.

Of the 360 girls enrolled in Physical Education at Jones, there are three seventh, three eighth, and three ninth grade groups. Two out of each seventh and each eighth grade classes are composed of three home-room groups, while the third one is a single home-room class. In the ninth grade group or class, each class is made up of two home-room groups. The classes run as follows:

7 - A, B, C; 7 - D, E, F; 7 - T
8 - G, H, I; 8 - J, K, L; 8 - V
9 - M, P; 9 - N, O; 9 - R, Y.

In each class four squads are organized and designated as Squad No. 1, Squad No. 2 and so on. For our Fall games, Liberty Bat Ball was chosen for the sevenths and Indian Club Baseball for the eighths and ninths. Our Spring Schedule is composed of the following: Indian Club Baseball in the seventh and Hit-Pin Baseball in the eighth and the ninth grades. Just at this point it may prove helpful to give a short description of these differert games.

Liberty Bat Ball is played by two teams of equal number, on a playing area of approximately 25 feet by 30 feet. The batter's box, 1 yd. square, is drawn just inside the center of the 25 ft. line. Six feet in from the front edge of the batter's box the foul line is drawn across the entire playing space. At the opposite end a post or chair is placed five feet in from the center of the 25 ft. line. A circle 6 ft. in diameter is drawn around the post. The playing area may be changed to accommodate the space available. The game may be played with a basket ball, volley ball, or health ball. The first team to bat lines up back of the batter's box and bats in turn, using the palm of the hand to hit the ball. The other team scatters over the playing area standing about six feet apart. When the batter hits the ball she runs around the post and back over the batter's box. If she is hit while running she is out. If not, she scores one point for her side. The fielders may not take a step with the ball in their hands. Two fouls or one strike puts the batter out. A caught ball is always an out. A foul ball is one that does not pass the foul line when batted.

The runner must go completely around the post; must not touch the post; and must keep running.

The fielder may not step with the ball; must not hold the ball longer than five seconds; must not pass the ball back and forth between the same two fielders; must hit runner with the ball below runner's shoulders. Any breaking of the above rules lets the runner score a point. Tournament games should

consist of five innings—an inning being concluded when each side has had a turn at bat and three men have been put out.

Indian Club Baseball is played on an indoor baseball diamond. An Indian club is placed in the center of a circle six feet in diameter about ten feet behind the pitcher's box. A volley ball, basket ball, or soccer ball may be used . Any number of players may participate though ten or twelve on a side is a good number. The players bat in order of number while the opposite team scatters over the playing area the same as in the game of Liberty Bat Ball. There is a pitcher and a catcher in this game. The pitcher rolls or bowls the ball and the batter kicks the ball with the inside of her foot, runs to the Indian club, snatches it, and returns to home plate. The fielders may put the runner out by knocking over the club with the ball before the runner can sieze it, or by hitting the runner with the ball after she has the club in her hand. The batter is also put out by having two fouls or one strike. Fouls are determined by the indoor lines from home plate to first base and to third base. The same rules for fielders hold true as in Liberty Bat Ball.

In the game of Hit-Pin Baseball the same playing area is used as in the game of Indian Club Baseball. Four Indian clubs are used, one at home plate and one on each of the three bases. The batter kicks the ball and must run all around the outside of the three bases to home plate to make a score for her side. The basemen try to beat the runner by throwing the ball from one base to the other in order—first, second, third, and home and attempting to knock over the pin before the runner gets to the base. By so doing the runner is out. Two fouls, or one strike put the runner or batter out. Should the pitcher knock over the pin at home plate when she is pitching the ball, the batter is out. Five innings make up a game.

After these different games were decided upon for the tournaments, it seemed advisable to play the games in class time with the exception of the semi-finals and finals. As there were four squads per class, the games were played in a "Round Robin", each squad playing the other three for class championship. Except in case of tie, the class championship was determined in three weeks time by devoting one out of each group's three weekly periods to running off the games. For example, the games were scheduled as follows:

1 vs. 2	1 vs. 3	1 vs. 4
3 vs. 4	2 vs. 4	2 vs. 3
1st week	2nd week	3rd week

Teams No. 1 and No. 2 played an inning, then teams No. 3 and No. 4 played. These games continued until each team played three or four innings as the class time permitted. When the games were played in the large gym, the teams not engaged in the game went up on the race track for single-lap relay work or engaged in practice of "starts" for sprints and then worked out on the dashes. Squad leaders took charge of these activities.

On the days that the games were played in the small gym, the only activities the squads could indulge in while awaiting their turns to play, were either individual or couple stunts on the mats. In Jones Junior High our class periods are 50 minutes, so we usually had ample time to play two three-inning games. In this manner class championship teams were determined, and since there are three classes in each grade it was necessary to draw a 'bye" in order to play the semi-finals and finals. The semi-finals were played

(*Concluded on page 37*)

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Natural Activities on Apparatus

J. H. McCULLOCH
Professor of Physical Education, Michigan State Normal College, Ypsilanti

(Continued from April Issue)

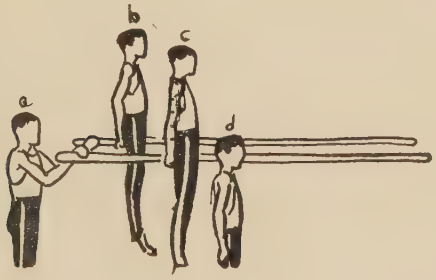
PREVIOUS articles have described exercises on the side horse, long horse, and buck. This article describes exercises on the parallel bars.

PARALLEL BARS

SERIES I

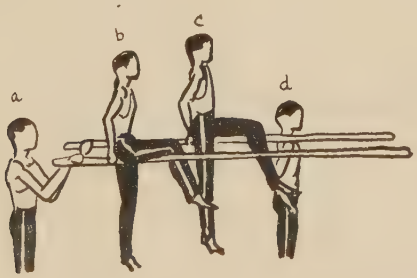
1. (a) Approach; stand and grasp end of bars.
   (b) Mount; rear vault swing to outside cross seat on R. bar.
   (c) Rear vault swing to outside cross seat on L. bar.
   (d) Dismount; vault forward to mat.
   Vary with quarter or half turns R. or L.
2. (a) Approach; stand and grasp end of bars.
   (b) Mount; rear vault swing to cross riding seat on L. bar.

I-II



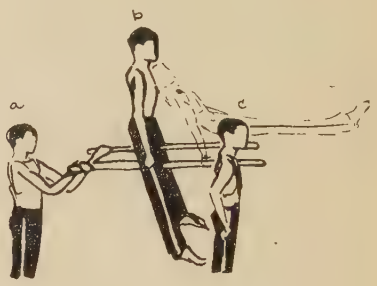
   (c) Rear vault swing to cross riding seat on R. bar.
   (d) Dismount; rear vault swing to mat.
   Vary with quarter or half turns L.
3. (a) Approach; stand and grasp end of bars.
   (b) Mount; rear vault swing to inside cross seat on R. bar.

I-III



   (c) Rear vault swing to inside cross seat on L. bar.
   (d) Dismount; rear vault swing over L. bar to mat. Vary with quarter or half turns R. or L.
4. (a) Approach; stand and grasp end of bars.
   (b) Mount; rear vault swing to cross riding seat on both bars.
   (c) Dismount; rear vault R. or L.
   Vary with quarter or half turns R. or L.

I-IV

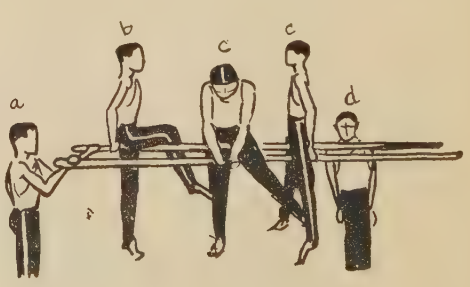


5. (a) Approach; stand and grasp end of bars.
   (b) Mount; rear vault swing to outside cross seat on L. bar.
   (c) Rear vault swing to outside cross seat on R. bar.

I-V

   (d) Rear vault swing to cross riding seat on both bars.
   (e) Dismount; rear vault R. or L. to mat, with or without turns.
6. (a) Approach; stand and grasp end of bars.
   (b) Mount; rear vault swing to outside cross seat on L. bar.

I-VI

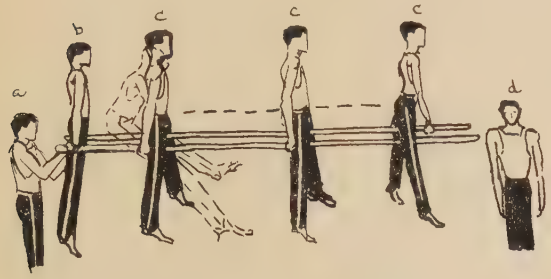


   (c) Half turn R. or L. and L. leg half R. over both bars to cross riding seat on both bars, facing near end.

(d) Dismount; front vault R. with quarter turn L. or front vault L., quarter turn R.

7. (a) Approach; stand and grasp end of bars.
   (b) Mount; jump to cross rest.
   (c) Travel in cross riding seat to end of bars.

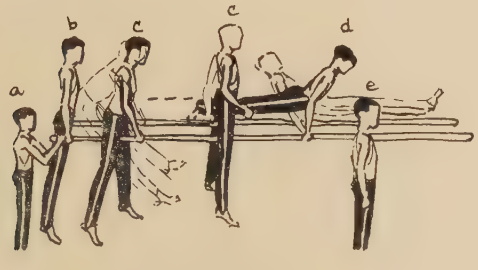
I-VII



(d) Dismount; forward to mat, quarter or half turn R. or L.

8. (a) Approach; stand and grasp end of bars.
   (b) Mount; jump to cross rest.

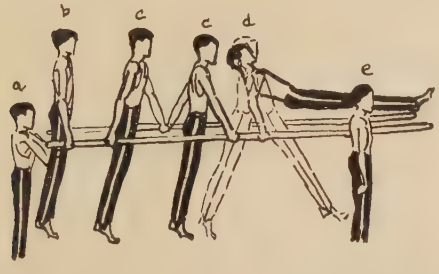
I-VIII



(c) Travel in cross riding seat to center of bars.
(d) Swing forward; swing back and
(e) Dismount; front vault R. or L.

9. (a) Approach; stand and grasp end of bars.
   (b) Mount; jump to cross rest.

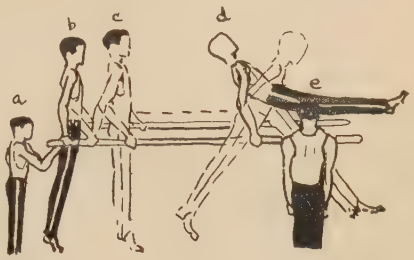
I-IX



(c) Travel to center of bars, alternately advancing first right and then left hand. (Do not let the body sway and keep legs together.)
(d) Swing forward, back, forward, and
(e) Dismount; rear vault R. or L.

10. (a) Approach; stand and grasp end of bars.
    (b) Mount; jump to cross rest.
    (c) Travel to center of bars, snapping both hands forward simultaneously.
    (d) Swing forward, back, forward, and
    (e) Dismount; rear vault R., quarter or half turn L.; or rear vault L., quarter or half turn R. (Do not let body sway, and keep the legs together.)

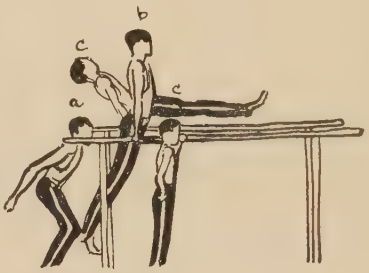
I-X



SERIES II

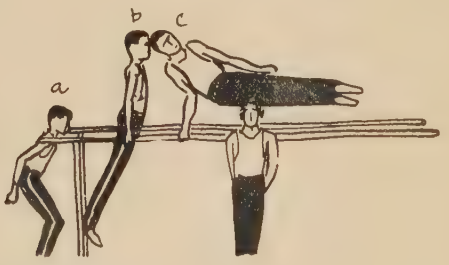
1. (a) Approach; run and jump to cross rest about two feet from end of the bars. Take off should be from both feet, and about the end of bars. A slightly crouched position with arms back. Swing arms forward and upward and spring forward and upward, grasping bars. Back should be arched, so that the legs may be swung forward for the vault.
   (b) Swing forward, and
   (c) Dismount; rear vault R.
   Vary with quarter or half turn L.

II-I



2. Repeat (a) and (b).
   (c) Dismount; rear vault L.
   Vary with quarter or half turn R.
3. (a) Approach; run and jump to cross rest about two feet from end of bars.
   (b) Swing forward, and
   (c) Dismount; flank vault R.
   Vary with quarter or half turn R.

II III



4. Repeat (a) and (b).
   (c) Dismount; flank vault L.
   Vary with quarter or half turn L.

(*Concluded on page 42*)

After Two Years of Organized Play

MISS RENA J. FREW
Director of Physical Education, College Hill Junior High School, Beaver Falls, Pa.

OUR PAGEANT on May 17 will be the climax of this, our second year of physical education, and will surpass even the production of last year which caused so much comment after only one season of organized play.

A year and a half ago we moved into our new building with a well built gymnasium, but without a pool and with no equipment. We took up a collection among the children and bought a volley ball and net, an indoor baseball and two bats. The school board provided only two basket balls, a mat, and a spring board. Never having had any form of play in the schools, the members were rather skeptical and wanted to spend their money cautiously. Nevertheless we introduced the latest steps in the development of physical education and had a very successful first year. Although we did not exactly approve of varsity athletics, it was necessary that we raise some funds with which to purchase more equipment, in order to have both girls' and boys' varsity work. In our regular gym classes we gave part time to calisthenic drills, and spent the rest of the time in play —volley ball, basket ball, indoor baseball, English batball, captain ball, relay races, track events, and a number of informal games. In the pageant, the review of physical education, at the end of the year, we used nearly four-fifths of the people in school.

This year we were completely organized, with every pupil on a basket ball, volley ball, indoor baseball and track team according to his grade, weight and height. To date we have successfully run off, a relay carnival, basket ball and volley ball tournament, and foul shooting contest. Our indoor baseball tournament, spring relay carnival, track meets, and pentathlon will be played off in order before May 30. We have done away entirely with formal gym work with the exception of a few corrective exercises. Still we have no equipment other than what we had last year.

A point system for awards is used. Each pupil has a card with twenty-five holes punched around its edges. Each time the pupil enters a contest or meet, and wins a first, second, third, or fourth place, he is given a colored square of cloth according to the place won, to be pasted into one of the holes on his card and labeled. All pupils having over a certain percentage of possible points at the end of the year will receive an award.

At present we are working on this year's pageant every spare moment. We can only use one hour after school for practice—no school time—and since our gymnasium is also an auditorium, one teacher cannot expect to use this room more than twice a week. There are twenty groups to be whipped into shape so we have to make the most of our time, which will amount to only three solid hours per group.

The stage setting will be futuristic in design—a solid black background with large triangles of brilliant colors interwoven rather solidly. The background curtain now hanging there, which must be covered, is one hundred forty-five feet by eighteen feet, and we estimate that the new setting for it can be had for two dollars. We are going to fasten a strip of wood along the top and bottom edges and stretch wires between the two, criss-cross fashion to make a backing for the paper setting so that it will not be easily broken through by pupils going back and forth to the dressing rooms. Rolls of blank paper used in the printing of newspapers have been donated and will form the background. This will be hung like wall paper, fastened in numerous places to the wires. The only expense incurred will be one dollar and a half for enough tissue paper in brilliant colors to make thirty-five triangles, six feet long; and fifty-five cents for enough cheap black paint to color the spaces between triangles. Lighting effects will make this colorful backdrop stand out. The thrones for the king and queen will be built in our manual training department after the modernistic manner and will be in natural color. The dais will be constructed of three triangular blocks in natural color, one on top of the other. The king's costume will be militaristic; the queen's as modern as is practical.

We open the pageant with two songs, one a duet. "We Hope You've Brought Your

Smiles Along," sung by two girls dressed in white pierrette costumes trimmed with colored triangles; and the other, "Mr. and Mrs. Audience," sung by a boys' quartet. These boys all have parts in the pageant and appear for this song in the costumes of their respective groups. The plot centers around the dissatisfied king who has become completely bored with life and must be entertained. He and his queen are seated at center back stage on their thrones. He calls his pages and bids them proclaim throughout the kingdom that he will hold a contest immediately and will give elaborate prizes to the subjects who, by their entertainment, please him most.

Fourteen folk and athletic dances and simple clogs are presented to him, interspersed with a calisthenic drill, military squad drill, acts by the Topsy Turvy Tumblers and the boys' varsity Tumbling Team, and "A Parade of the Wooden Soldiers," arranged in the following order:

1. Calisthenic drill—seventh grade boys.
2. Newsboy Clog.
3. Irish Reel.
4. Military squad drill—ninth grade boys.
5. Arkansas Travelers—(athletic).
6. Billy Magee (clog).
7. Dancing Clowns.
8. Varsity boys' Tumbling Team—seven acts
9. Trio (athletic dance).
10. Boxing Clog.
11. Topsy (clog).
12. Sambo (clog).
13. Clementine (tap dance).
14. The Topsy Turvy Tumblers.
    - (1) Entrance—on all fours.
    - (2) Leap frog in circle.
    - (3) Skin the Snake.
    - (4) Alternate forward rolls.
    - (5) No. 1 Pyramid.
    - (6) Fan Pyramid.
    - (7) Running the Scale.
    - (8) No. 2 Pyramid.
    - (9) Opening of the Rose.
    - (10) Tumble down pyramid.
    - (11) Off stage forward rolls.

    (Material from "Tumbling for Women," by Bonnie and Donnie Cotteral.)
15. Duo Dance (athletic).
16. Skidmore Medley (athletic).
17. Saneo Medley (clog)
18. Jack and Jill (clog)
19. "Parade of the Wooden Soldiers"—eighth grade boys.

The calisthenic and military drill squads will wear white duck trousers and white sleeveless jerseys. The Topsy Turvy Tumblers will appear in clown costumes in a variety of colors. The boys' tumbling team will use white ducks, white shirts and black ties. The King's Guards are to be arrayed in white duck trousers, coats of blue with black straps, gold stripes and buttons and white braid painted on, and dress hats of black card board trimmed in gold, and they will carry wooden guns. The clog dancers for the most part will wear skirts, waists, jackets, and some will also wear berets.

Quite a bit of ceremony and conversation, some serious and some humorous, attends the introduction and presentation of each act. The king discusses with his queen the qualities of various performers. The pages announce each group which, upon its entrance, pays homage to the ruler and announces the name of its number. The members of the court applaud, but otherwise remain in the background talking among themselves.

After all acts have been presented, the king summons all performers to hear the decision of the court. When all have grouped themselves around in a semi-circle back of the throne, he informs them that they have all tied for first place. The whole group sings "It's Rainy When You Go."

This ending appeals to us as especially appropriate, as it spreads the praise over all the performers instead of selecting only one group for special attention. Each parent has a right to feel that his efforts and those of his child are as valuable as those of any other.

(Curtain.)

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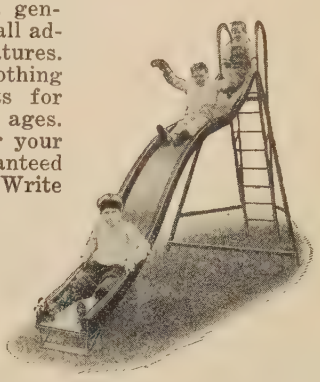

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Boxing in a Summer Camp for Boys

L. M. PHILBIN
Boxing Instructor, University of Michigan

UNDER the proper supervision, boxing can be made one of the most beneficial means of directing a boy's energies in camp. Boys of camping age have a liking for the Art of Self Defense and are willing to follow the instructions that they think will improve their ability to box. Because of this, they can be advised to follow the group of exercises that will fit their particular needs and consequently overcome or prevent many physical deficiencies that might otherwise be neglected.

Boxing is very beneficial in that it gives the boy confidence. It makes him feel that he is able to take care of himself and that others respect his ability. It makes him alert and

Mostly gloves, but some athletes behind them.

develops speed and grace. It develops his body and builds up his muscles. He becomes more efficient with his hands and feet, developing a sense of balance and rhythm that is so often lacking.

When teaching boxing to boys, care must be taken to avoid injury. Many boys have been discouraged at first because of the fear of punishment, but this can be eliminated if the proper procedure is followed. The first part of the program should consist of calisthenics of a light nature. This will give the boys the assurance that the work is not to be merely a hit and miss proposition and that all are to be given an equal chance.

From the calisthenic exercises one should go into the footwork which is so important in the teaching of boxing. This is done by having the boys in regular calisthenic formation and giving them instruction in the fundamental boxing position so that all movements are made in the right position. This should be done as follows:

1. Feet
   (a) Obliquely right.
   (b) Weight of body equally distributed on balls of both feet.
   (c) About eighteen inches apart.
   (d) Be sure to have feet in same direction.
2. Legs
   (a) Both legs bent slightly.
   (b) Left knee over foot.
3. Trunk
   (a) Bent slightly to the right and forward.
4. Arms
   (a) Right bent at elbow and laid across chest with palm inward and elbow close to side.
   (b) Left bent at elbow and close to side to protect the heart; hand raised about level of opponent's shoulder.
5. Head
   (a) Chin down; eyes fixed on opponent.
   (b) Chin should be behind shoulder for protection.

This is the fundamental boxing position which is also known as "guard" position for reference in class work. From this position the steps are given slowly by counts. Each movement should be described thoroughly and demonstrated slowly so that the boys may learn by imitating. The order in which the steps should be taught is as follows:

1. Front step
   At the count of one, step the left foot forward. Keep the weight forward and step on the ball of the foot. On the count of two, bring the right foot up the same distance the left was advanced so that the body is in the same position as before the step. Repeat this about five times. Then from that position on the floor, give the second step or
2. The back step
   At the count of one, step the right foot backward a short distance, keeping the weight well over the left foot. At the count of two, move the left foot back the same distance the right was stepped. Repeat this about five times.
3. The right step
   At the count of one, step the right foot to the right about six inches and at the count of two, move the left foot the same distance in a parallel line.

These three steps are enough for the ordi-

nary boy as it is advisable to give him only those steps which he can use. Then the class should be given the steps with only one count for the stepping and returning to the fundamental or guard position. When this has been done a number of times, the left lead should be introduced, explaining that the front step is now being used in delivering the blow.

As the foot is extended for the front step, the left arm is extended, keeping it shoulder high and turning the palm down as the blow is delivered. It should be explained that for the blow to carry force, it must land before the foot lands on the ground. The arm must be perfectly straight with the chin behind the shoulder for protection. At the count of one, the left lead is executed. The class should hold this position while the instructor looks over the group and corrects any mistakes. At the count of two, the class assumes the regular guard position. This is done by moving the right foot up as in the front step and lowering the left arm by bending it at the elbow. Then the blow is speeded up by executing it and returning to guard position on the one count.

The right arm should be held in place while the left lead is being executed, so as to guard the stomach with the elbow and the head with the right hand. It is also in position for the straight right or right cross but because of the difficulty in getting boys to execute it properly, it should not be taught except to advanced classes or to the older boys.

Now the boys should be paired off according to size and weight. One boy of each pair should be given the number one and the other number two. Then instruction in the glove block for the left lead should be taken up so that one can practice the defense while the other practices the offense. The glove block should consist of turning the right hand on the neck by the chin so that the palm is turned outward. The hand should be open in order to receive the blow of the opponent. The right hand should not be taken off the body for it will provide a double impact when the blow is landed.

Then give instructions to the different boys of each pair. The most effective way is to give instruction by numbers as follows:

Number one, execute the straight left lead by extending the left arm as a front step is taken. Be sure to have the arm fully extended as the blow is landed and let the blow land before the foot touches the ground so that the weight is in the blow and not put on the foot.

Number two, keep in fundamental boxing position and glove block the lead made by number one.

This is done at the count of one and the position is held so that the instructor can survey the group. Then, at the count of two, the class assumes the guard position. After doing this about five times, reverse the order with number one blocking and number two leading. After this, number one leads again with number two blocking. This time they lead and return to guard position with just one count. They do not hold the position while the instructor looks them over. Each boy is given five executions of each movement, after which they are timed for a short while, a minute or a half minute, with number one executing the left lead at will. This

Class formation with boys paired off by size and weight.

is again reversed with number two having the same practice. In this way the one boy practices defense while the other practices offense. Then they are timed while both use the left lead and the glove block.

Following instruction in the left lead and the glove block, it is always advisable to give a few other methods for evading the left. The body weave which consists of rotating the body at the trunk and weaving and bobbing, is another effective defense for the left that is very adaptable to boys' work. The boys should also be taught to use their feet to get away from the left. This is nothing more than merely applying the back step that was taught at the beginning.

After the left lead, the left jab should be explained. This is similar to the left lead except that the left need not be fully extended and the weight need not be stepped in with the blow. The same defenses that are used for the left lead are effective for the left jab.

The right cross may then be taken up after the two left blows have been worked out. This blow should not be given in class until the left has been thoroughly learned for if it is

given too soon, the left will be neglected because of the natural tendency to use the right.

In executing the right, the elbow is kept close to the body and the right hand follows a straight path to the point where the left has landed. The left should always precede the right as a means of judging distance and for the purpose of timing the blow.

This is about the extent to which boxing can safely be taught to boys. Further instruction should include only the advanced groups that have received specialized instruction.

In instructing boys in boxing, it is favorable to get them to direct as many blows as possible to the chest, arms, and body. This is advisable because of the bodily resiliency of youth. The body parts are more flexible and receive the blows with less jar, while the bones of the face are of a lighter type and harder, and they are more susceptible to permanent injury. While there is little danger of boys landing a blow with enough force to cause any damage, every possibility of

No one hurt here! Some clever blocking shown in this bout.

injury should be avoided in order to make the sport a success.

There are many motives to be emphasized while teaching boys to box. The sportsmanship phase can be highly developed through this particular sport. A boy learns to be able to take as well as give and still keep his self-control.

At Camp Al Gon Quain where the writer has spent the past few years as instructor, Mr. Twining the director, has set aside a week-end in which all the parents of the boys are invited to visit camp and enjoy the program of activities held for their benefit. Boxing usually holds an important place on this program and lots of interest is shown. Parents are anxious to see the development in their boys, and are, with few exceptions, always ready to give encouragement to the boys competing on the program.

Of course, it is obvious that every boy cannot occupy a place on the program, so the method of selection is a very important one. This is done by elimination in the classes. The outstanding boxers at the termination of classes are taken and matched according to size and weight. In order to make the show a success, it is important that the boys be evenly matched. A one-sided bout is very uninteresting and it shows very poor ability on the part of the instructor to pick the most suitable competitors.

The weight divisions as in professional and amateur contests cannot be followed, as there are few boys at camp who could qualify. At the above mentioned camp, the boys were classed according to age, size, and ability; and were divided into three groups, namely, the juniors, the seniors and the intermediate. The boys were then picked to box members of their own groups.

The tournament method is usually considered effective in judging the winners of awards, but in the writer's opinion, it has many faults. It gives the fellow with natural ability an additional advantage to that which he already has and leaves no room for the beginner. It has a tendency to surpress the one who needs the development and encouragement.

All phases of boxing should be taken into consideration in judging the winner of awards. Two or three awards should be given each group and the winners should be judged by the interest they have shown in class work, by the improvement made during the course, by the ability and the attitude taken. A bully who depends on his physique and natural ability may be the best boxer in the tournament method but show poor spirit in the work and be a poor sport. If such a boy has shown no improvement in his work and is a detrimental influence to the rest of the class, he is not, in my opinion, worthy of recognition by reward. We should make our awards an incentive to higher ideals of sportsmanship and fair play.

Boxing should not be put on as a "fill in" for the rest of the program. It should have a definite time in the daily schedule and should be conducted in class formation. The groups should meet at different periods so that there is not too great a variation within the class.

The question of assistants is often a problem in the boys' camp because of the expense

(*Concluded on page* 38)

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BOOK REVIEWS

Play Areas, Their Design and Equipment. Playground Association of America. Pages xvi plus 206. A. S. Barnes Co., 1928. Price $2.50.

This volume is an authoritative compilation of the various things that one planning to construct playgrounds needs to know. It is the result of a long period of intensive study, and concentrated into a few pages is much extended investigation. It treats the subject of playground equipment, swimming and wading pools, game areas, and the layout and making of game fields, small children's playgrounds, neighborhood playgrounds, athletic fields, and the layout for winter sports equipment in a very adequate way. In addition to the excellent descriptive material, the book contains an exceptionally well chosen bibliography, where additional specific areas of knowledge may be sought. The index is excellent, the illustrations numerous and exceptional and the book-making of the highest order. The price is very cheap for so good a book.

C. H. McCloy,
Research Secretary, Y. M. C. A.,
New York City.

FISK, E. L. and CRAWFORD, J. R.—**How to Make the Periodic Physical Examination.** 393 pages. McMillan; 1928. Price $4.00.

This book, written by two medical directors of the Life Extension Institute, is a distinct contribution to this subject; for the well prepared physician it is an almost ideal presentation of the subject matter indicated by its title. The book will be of real use to the more ambitious physical educators as well and it is for them that this review is written.

This book first discusses the detailed procedure for the examination for every part of the body. Only an outline of the items to be covered is given; the techniques of the different procedures of examination are omitted as it is assumed that the examining physicians will know them; hence the non-medical physical educator who expects to study this book will need in addition a rather complete text on physical diagnosis and another on clinical diagnosis. He will probably also need a medical dictionary. The outstanding contributions of this book to the physical educator, in addition to the exhaustive detail of the procedure, are as follows:

(a) The discussion of the examinations for nervous and psychiatric disorders is very complete indeed. In the light of the interest now generally manifest in mental hygiene this is timely. This part of the physical examination in the past has usually been a very weak spot.

(b) The examination of the endocrine system. This again has been largely neglected in the physical examinations.

(c) There are sixty pages devoted to the subject of reporting the results of the examination to the examinee. This covers the rules of hygiene and especially adjustment of diet, constipation, exercise, tobacco, tea, coffee, alcohol, focal infections, colds, and mental hygiene. This section of the book is decidedly worth studying and meets a long felt want.

Owing to the technical presentation, this book is recommended only to the physical director already well trained in physical examination techniques and to those who are willing to give considerable time and energy to a further study of the subject. It is not a book for casual reading in the hope of picking up a little useful knowledge. To the serious student it will amply repay the effort expended.

(Reviewed by C. H. McCloy.)

CARLSON, Dr. H. C., **You and Basket Ball.** 173 pages. Brown Publishing Co., Braddock, Pa. 1928. Price $3.75.

Dr. H. C. Carlson's book, "You and Basket Ball," should be very welcome to those readers who are interested in the coaching and the development of basket ball. It is especially helpful to persons who wish to add to their knowledge of offense in our national indoor game. The section devoted to offensive tactics is probably the most attractive portion of the book.

"You and Basket Ball" expounds the author's philosophy of success in life, and Dr. Carlson has aptly correlated his philosophy of success to the game of basket ball. The factors leading to success in life—desire to live, faith in life, and an ever constant vision of an objective to be reached—will inevitably result in a successful basket ball player, if he possesses a desire to play the game and win, and has faith in his accomplishment. Dr. Carlson does not include "athletic ability or capacity" as a necessary requisite of the excellent player in basket ball.

The excellent and numerous diagrams throughout the book are very clearly explained by Dr. Carlson to his readers. Worthwhile, but brief, discussions of defense, training methods, treatment of injuries, reminiscences of the game are included by the "coach" of the 1928 national championship basket ball team of the University of Pittsburg.

Ross Allen,
Physical Education Dept.,
Rochester, New York.

A Handbook of Stunts. Rodgers, Martin. The MacMillan Co., 1928. pp. xiv and 515. $3.00.

Teachers of physical education for many years have been on the alert for program material that appeals to boys as more than interesting and at the same time offers possibilities of being used as a medium for the attaining of the educational objectives of physical education. While team games and athletic competition perhaps give this in the largest measure, yet the limitations of space and time, together with the large numbers of the groups, often rob these programs of their usefulness.

Mr. Rodgers, in this book, has presented a supposedly complete collection of "stunt" material of many varieties—individual, competitive, combative, and apparatus stunts, stunt races, mat and tumbling stunts, athletic stunts and pyramids. There is presented an excellent selection made from the cream of the literature, together with much that is new to print. Much is presented to appeal to the desire for self-testing.

These activities are adapted to group or squad use under leaders. This contribution will be welcomed by those responsible for the physical education of children from ten to fifteen years; but much of the material can be used for older groups to advantage.

The book-making and the index are good.

(Reviewed by C. H. McCloy.)

What Parents Expect of Camp

MRS. MARY S. SHARP

Speech given at Annual Conference Pacific Camp Directors' Association

THE average parent sending his child to camp hopes to have him return benefitted physically and better adjusted to the world about him. The physical side, I believe, is well looked after in all camps. It is a point of pride to have excellent food, proper sanitation, and good nursing service. A parent, however, should assure himself of these things and exact the highest standards, as he has the right to expect his child to return from camp improved in health and with better health standards.

Perhaps it is trite to say that children are often sent to camp to become better citizens, to learn to live with other people. Sent in the hope that they will become "good campers" in the full sense of that expression. It is the failure of the camp to do this that causes dissatisfaction and makes parents feel that the child did not secure just what was desired from his experience.

Of late, the work of Mr. Samuel Hume of the University of California has attracted much interest. Mr. Hume is doing a most unusual thing, he is teaching people what to do in their spare time. This is given the rather awe-inspiring title of "Avocational Training." So many of us must do the uninteresting thing to earn a living that what we do in those other hours after the living is earned is what makes for happiness in the reverse. If it is important enough to the state of California to give this study to what grown people do in their spare time, of how much more importance is it to the parent what his child does in his free time. For children at camp, that season is avocational time. It is during this time away from home, away from the routine of their vocation, school, that they can be given training which aids in happiness in living, and the camp that gives this training is a success.

The principal drawback to the development of the sense of good sportsmanship is the camp program. This reads like heresy since few things have had so much thought and attention given them. It is impossible, of course, to manage a camp without a strict division of hours and labor. This technical program is good for the children in that it surely develops a sense of responsibility. But just what shall be done within the limits of this program? The average child at camp is adolescent, is at high school, is probably preparing for college. All of this entails a terrific strain. If the program at camp is so rigid that again he must meet competition and keep up to a difficult standard, life becomes again a vocation, and the camp defeats its own end. To secure the full social development at camp, a program should be planned that calls for supervision rather than direction. I plead for the project idea in education to be taken over into the camp programs. If the occasion be furnished, let the camper develop the plan himself within that occasion. As I have listened to my own children talk of camp, I find that it is the over-night hike they planned, the masquerade at camp for which they have improvised costumes, the menu cooked and served by themselves which they remember. These are all means of developing initiative and thought, yet they fit into the big camp schedule. When the hike becomes compulsory for all the campers, when the masquerade is only a dressing up in costumes brought to camp, when the meal is a part of the routine; then all this is again vocational, and uninteresting to the child.

I feel then that a parent has a right to expect a child to come back from camp physically benefitted and at least "exposed" to a broader thought and a greater democracy.

At Wetomachek, Powers Lake, Wisconsin

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Flying Sports with Miniature Aircraft

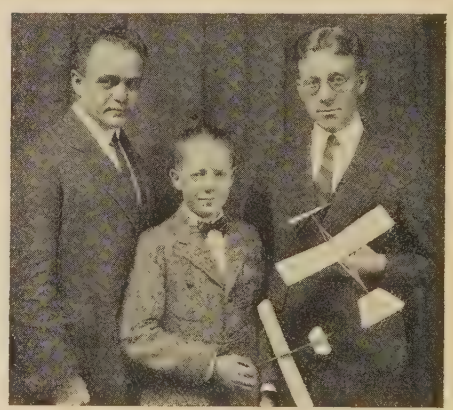
(*Concluded from page 20*)

High among the listed winners at Atlantic City last October, at the National Contest, were boys who had their first tournament experience with me in Chicago and Topeka. Perhaps as interesting as any of the various surprises there, was the winning of the sea-plane event by one of my Kansas lads. It happened that a stiff breeze was blowing on the day of that contest in Atlantic City, and stiff breezes are common to any Kansas lad; so he won the event with the use of common, Kansas experience.

Some Simple Games

Control of airplanes is as interesting as any other phase of flying tiny aircraft. In any gym, you can stand under one basket on the basket ball court, and try to fly the airplane so it hits the other backboard, or alights in the basket. Arbitrarily the game can be over when each flier has had ten flights. Hitting the board counts 5, and making a basket counts 15 points. The highest score wins.

M. A. F. Golf challenges the skill of adults and others. Have a foursome, if you wish, each player being equipped with half a dozen flying machines, each tuned to fly just a little differently than the others. Cross-winds do queer things to aircraft in flight and this adds to the uncertainty of alighting on the green.



Boys up to the age of 55 years have shown interest in making and flying airplanes. These three are younger, and the 12-year old is the most skilled of this group.

The flier must stand where the aircraft alights to make the next flight. The number of flights between holes is the score, the idea being to make the rounds in the fewest number of flights. The "hole" is made when the plane alights within five feet of the cup.

There are relay games, and flying baseball. There are simple games of "lag," as they might be called with marbles—stand on one line and try to fly the airplane so it alights on another line 50 or 100 feet away.

Each community offers aircraft problems just a little different from every other community. Wind, trees, temperature, all present problems that must be gauged correctly. Frequently I have had to design special airplanes, in order to get the best sport results.

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Write to Fielding H. Yost, Director of Athletics, for Information

Intramurals and the School Day

(*Concluded from page* 25)

off in one afternoon after school, the seventh grades playing in the small gymnasium and the eighth and ninth grades playing in the large gym. The finals were played by all grades in the large gymnasium in one evening. A small fee was charged at the door and the proceeds were turned over for the support of the "Golden Rule," our school paper. The spring tournament is under way at the present time and will be carried on in the same way as the Fall one which I have just described.

Thus, in summarizing, by running all games but the semi-finals and finals in class, every girl of the 360 enrolled, took part in the tournaments and played in at least three games. Some teaching time is sacrificed in this plan and some activity lost by groups between innings. However, the added interest, enthusiasm, and very marked gain in skill, seems to more than compensate for any loss incurred.

The Pole Vault

(*Concluded from page* 19)

added. No actual hard vaulting was done at any time during the week, after Wednesday.

In the group of vaulters enumerated above, the average weight of the vaulter has been about 145 pounds, with an average height of about five feet, nine and one-half inches. Carr and Droegemueller are taller, while Canby and Barnes are shorter. It appears that those who are lighter, make up for their lack of strength by more speed, but that the larger men have a much more powerful pull than their smaller rivals.

There is still a great diversity as to the length of the vaulting poles used in competition, but the average is sixteen feet. Lee Barnes, however, used a pole that was less than fifteen feet.

I do not feel able to predict just where we are going to end on our records made in the Pole Vault, but with the 1929 group of high caliber vaulters, it would not be surprising if two or more of these exceed the mark of fourteen feet and two inches which will be a new world's record.

Leisure Activities in Changing Japan

(*Concluded from page* 13)

a game between two secondary schools recently.

The physique and temperament of the people also influences their choice of outside games. The Japanese are well built and suited temperamentally for baseball, tennis, and basket ball, so these games have spread. It is just as difficult for me to imagine two Japanese teams spending a couple of days to finish a game of cricket as it would be to visualize a group of American high school boys so engaged. The Japanese require, as we do, vigorous, exciting, strength-taxing games.

Despite the Japanese tendency to be imitative to a fault, the foreign games that have been borrowed have not escaped being influenced, to varying degrees, by local customs. This was impressed upon me as I refereed and observed a number of tournament basket ball games at the Y. M. C. A. in Osaka. The game as we know it was played under the same rules, yet with outstanding differences in interpretation of rules and in play. Apparently disregarding the discouraging heat of mid-summer, the games were rough and intense, and the players were as intent on winning as the Japanese business man is on capturing world markets. They are like the Americans in their love of victory and in their self-confidence. This we would expect, however, for their history and tradition have fostered this spirit.

One phase of their culture was revealed to me clearly during a basket ball game which I had occasion to referee. After I blew the whistle, signifying that the game was to begin, the two teams formed in two lines facing each other and bowed very ceremoniously. When I stopped the game for a foul, the captain approached me, bowed, smiled, and asked in a formal, reverent manner, the cause. What a delight to be a referee in Japan!

Of course, there was not the polished play found in school games in America, but there was present a curiosity, desire to learn, and perseverance that made me regret, before leaving Osaka, that I had displayed some knowledge of this popular American game. I was asked question after question and requested to demonstrate again and again.

The influence of local customs can also be seen in baseball, which has become very popular. Many American college teams have toured Japan, to find very keen competition, and Japanese teams frequently tour our country, playing representative college teams. While in Japan I witnessed with much interest several games between Leland Stanford and native teams. There was little difference in the ability of the teams or even in the style of play, for the Japanese have learned this sport from American players and coaches; but there was a great difference in the conduct of the players and fans. The Japanese were extremely courteous and quiet, playing the game without the customary "pep talk" of American players. In fact, the fans, who expressed their commendation of plays by hand applause, were highly amused by the "chatter" and antics of the Stanford boys. The Japanese imitativeness was noticeable in the mechanical way they played the game. They tried very hard to win, but if the fortunes of the game went against them it was not noticeable in their actions or facial expressions. They played American baseball, but in a Japanese way.

We have had certain glimpses and some explanations of the origins and development of leisure time activities in Japan. As I see it, the process, although difficult to perceive and understand, is much the same as that of any organization, whether it be a nation, a city, or a school: it differs only in detail and rapidity.

Boxing in Summer Camps

(*Concluded from page* 32)

of hiring two trained men to instruct. Assistants may be obtained by picking the outstanding leaders in the older classes who are capable of aiding in instruction. With this group a leaders' class is formed. With special instruction they are given the work ahead of the regular classes. They are appointed to assist in the various classes, and as a whole have proven to be very efficient. Such a method also has the advantage of developing leadership in the boys themselves.

University *of* Cincinnati

Summer Session *of* 1929

Courses in Health and Physical Education

JUNE 22 — JULY 30

Faculty includes Clifford Brownell, Director of Physical Education, State of Ohio; Ethel Perrin, American Child Health Association; L. B. Chenoweth, Professor of Hygiene, University of Cincinnati; Helen L. Coops, Assistant Professor of Physical Education, University of Cincinnati; Dorothy Davies, Instructor in Physical Education, Washington University, St. Louis, Missouri.

Courses as follows: The School Health Program—elementary education, Mr. Brownell; secondary education, Miss Perrin; college education, Miss Coops. Principles of Modern Physical Education—Mr. Brownell, Miss Perrin, Miss Coops. Public Hygiene; Personal Hygiene—Mr. Chenoweth. Creative Dancing; Music in Relation to the Dance—Miss Coops. Theory and Practice in Swimming—Miss Davies.

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For Bulletin Address DEAN L. A. PECHSTEIN, DIRECTOR, UNIVERSITY OF CINCINNATI, CINCINNATI, OHIO.

MIDWAY BETWEEN NORTH AND SOUTH

Plato on Physical Education

(*Concluded from page* 10)

forced to make an appeal to the whole population so as to be able to repel the invaders, it would be a real ill if the women had so servile an education that they themselves could not defend their children. That is a thing which even chickens are able to do by rushing against any animal, howsoever superior in strength the latter may be. Truly it would be a dishonor for the women to run like the most cowardly animals to seek refuge in the sanctuaries of the gods and to lift up suppliant hands instead of fighting the enemy (Laws VII, 17).

The Proper Use of Bodily Qualities. Bravery and Boldness. Defense. Subjection of the Body to Reason.

All those who by means of rational physical education have acquired many physical qualities—strength, speed, the skilful handling of arms, etc.—should make the right use of these qualities and make them prevail against enemies and the unjust, not against all men without exception. Every man who has learned to box and to make use of pancratia or of arms must not always seek a quarrel and attack everybody, friends and enemies, merely to brag about his physical abilities. He must not use his strength and his art of fighting except when an offense is committed against him. When, on the contrary, his confidence in his physical strength leads him to attack or injure his fellow citizens without reason, he makes evil use of his physical qualities. However that may be, if by chance there are sometimes aggressors and bullies among the fans of agonistics, physical education has no responsibility for these disgraceful acts, and it will be very unjust to accuse it on that account. If some palestrian who has learned boxing should apply what he has learned upon his father, his mother, or some other member of his family, it is not just, for that reason, to hate and detest the paedotribes and the fencing teachers and drive them from the city. The latter have taught the blows and the wielding of arms to make a proper use of them against enemies and unjust people.

The eventuality of a bad use of strength acquired through gymnastics has probably been one of the reasons which urged Plato to propose as the purpose of gymnastics the subjection of the body to the service of the virtuous mind. He never forgets the education of the soul each time that he speaks of gymnastics. But also each time that he exhorts young men to take up philosophy he does not forget the education of the body. For Plato always aims at the harmonious development of the body and the soul. This symmetry must be kept even in the details of physical education, so that the body may be able to acquire all the qualities this education can give it. As Aristotle, who said that the athletes of the pentathlon are the most beautiful of all, for they are fitted both for exercises of strength and for those of speed, so also does Plato honor them exceptionally and compare them with philosophers, who do not occupy themselves with any single detail but are concerned with all questions and their proper valuation. It may be true that the pentathletes in the simple contests of a single test, are often defeated, and fall below runners and wrestlers in their own tests and are classed second. In the tournaments composed of all tests, however, they are distinguished above all the other athletes and defeat them all (Antereastes IV).

Marriage and Race Betterment. Physiological Selection and Eugenics.

The question of marriage and the physiological selection of people who are going to be married, has, according to Plato, a great significance for the betterment of the race. The confusion in the mating of citizens should be forbidden by law. The legislators have the duty of establishing really sacred unions, from the point of view of vital strength, very useful to the City (Republ. V, 8). The rearing and training of hunting dogs, of horses, of game cocks, and of all other animals show us the path that must be followed to give a proper solution to this primordial question; that is, a solution for the public good. Although the whole breed of these animals is very brave, there are, however, those among them who become better. Now it is always from these better specimens that each raiser is eager to breed. Thus the legislators ought to do something similar and establish laws which they will impose upon the citizens who, by common consent, are the best, to mate with the best women. With regard to the children, those who are born of the better parents will be kept and raised; the others will be rejected. In this way the whole mass of citizens will certainly attain the supreme limit of its development and evolution.

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Training Counselors for Girls' Camps

(*Concluded from page* 17)

III. Knowledge of Children	III. Knowledge of Children	III. Knowledge of Children
a) Child psychology b) Growth and development of the child	a-d) To give prospective counselors a korking knowledge of the mental, physical and social characteristics of children from 8 to 18.	a-c) Various courses in child growth and development, or one course on the growth characteristics and behavior of children in camp. Child appreciation gained by work with actual children.
c) Child hygiene		
d) First aid		d) Course in First Aid.
e) Theory of play leadership	e) To give counselors a method and practice in play teaching.	e) Course in leadership methods applied to the camp situation. Practice in these methods with children.
IV. Program abilities	IV. Program Abilities	IV. Program Abilities
a) Must have skill in special activity b) Must have an amateur interest and some skill in at least some other activities	a), b) To give as many special and general skills as possible so that the contribution to camp will be as varied and rich.	a), b) Many courses in special skills.
c) Must like to live in the out-of-doors	c) To give skill in maintaining one's self in the woods.	c) Thorough course in wood and camp craft — theory and practice in living out.
d) Must know method of teaching in the "play way"	d) To give methods and principles in project teaching natural method of leadership.	d) Leadership practice with children, applying all the theory gained in other courses, through playgrounds, club work, Girl Scouts, Boy Scouts, Camp Fire Girls, Girl Reserve organizations, etc.

"Camp Counselor's Certificate" — The Counselor's Certificate of the National Camp Directors' Association—is given by Mills College for those who present an acceptable health and character record and are able to qualify in the following courses:

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3. Camp activities
4. Camp arts and crafts
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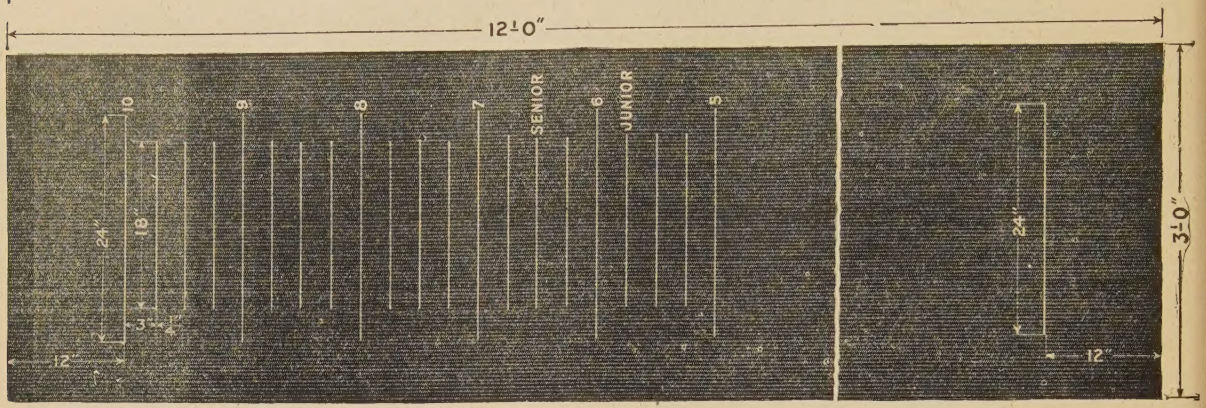

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Chicago Gymnasium Equipment Company

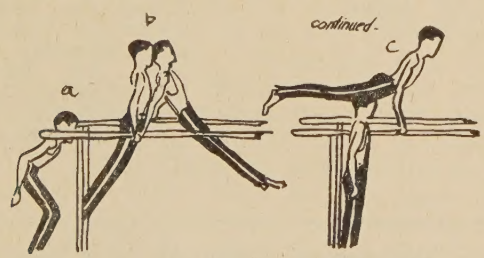
1835 West Lake St. **CHICAGO, ILL.**

Natural Activities on Apparatus

(*Concluded from page 27*)

5. (a) Approach; run and jump to cross rest about two feet from end of the bars.

II-V

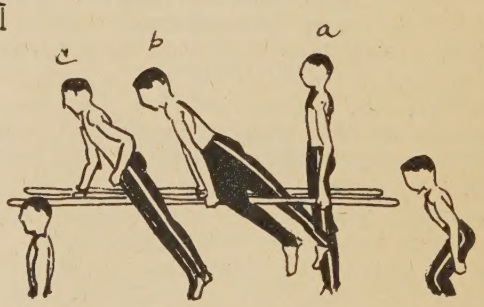


(b) Swing forward, swing back, and
(c) Dismount; front vault R.
Vary with quarter or half turn L.

6. Repeat (a) and (b).
(c) Dismount; front vault L.
Vary with quarter or half turn R.

7. (a) Approach; run and jump to cross rest about two feet from end of bars.
(b) Swing forward with R. half L. over left bar.
(c) Dismount forward to mat by swinging left leg over left bar at end of back swing.
Vary with quarter or half turn R.

II-VII



8. Repeat (a).
(b) Swing forward with L half R. over R. bar.
(c) Dismount forward to mat by swinging right leg over right bar at end of back swing.
Vary with quarter or half turn L.

(*To be continued*)

Picnic Time

(*Concluded from page 21*)

In addition to furnishing leadership and assistance in planning the program, the Recreation Department offers a Picnic Kit for the use of the organization containing the following articles: 2 playground bats, 8 sacks, 3 pairs of horseshoes and stakes, 1 megaphone, 1 whistle, 1,100 foot tape, 2 soft balls, 1 inflated 24 in. rubberball.

NEWS NOTES

MID-WEST OFFICERS AND CONVENTION FOR 1930

At the recent convention in Chicago, the following officers were elected for the coming year: President, Miss Mabel Lee, University of Nebraska; Vice President, Dr. Arthur Steinhaus, Y. M. C. A. College, Chicago; Secretary-Editor, Elmer D. Mitchell, University of Michigan.

The 1930 convention will be held at Milwaukee, Wisconsin, with Edwin O. Hoppe, Supervisor of Physical Education, as convention manager.

TAP BOXING

Here is a suggestion of an activity that some physical directors may not have in their gymnasium courses.

Tap Boxing is an informal activity for regular gymnasium classes. No equipment. Quick organization. Very popular with my boys' classes in high school.

Class is numbered off by three's. No. 1 is first referee; 2 and 3 box. Alternate so all pupils get to box as many rounds as desired. Count points. Rules variable. I use the rule that boxer must tap opponent between the waist and shoulders. Tap on arm does not count, as arms are used for defense.

Perhaps some directors have not thought of this activity and will want to use it either as I have suggested or with their own modifications.

WALTER STEFFEN
Supervisor of Physical Education, Norfolk, Nebr.

GRADUATE RESEARCH SCHOLARSHIP IN WOMEN'S ATHLETICS

The Section in Women's Athletics of the American Physical Education Association has offered to maintain, during the year 1929-1930, a graduate research scholarship of $500 at Wellesley College, Department of Hygiene and Physical Education, Wellesley, Massachusetts. The study will involve a research along the lines of the physiological effects of different types of athletic competition for women, and should result in a thesis or publication for the benefit of those interested. It is understood that the holder of this scholarship will devote her full time to study at Wellesley College, and will qualify for a master's degree if she does not already hold one.*

An applicant for the scholarship should possess a bachelor's degree from a recognized college or university. She should have majored in physical education either in the institution in which she took her degree or in a normal school of physical education. It is recommended that she have a strong science background, with some experience in scientific measurements and statistics. She should also have had teaching experience.

Applicants should submit complete information regarding age, education and experience before June 15, 1929, to Miss Ruth Elliott, Chairman of the Department of Hygiene and Physical Education, Wellesley College. She should also give two names for reference concerning her qualifications, and indicate her reasons for making application for the scholarship.

**See bulletin Graduate Department Hygiene and Physical Education, Wellesley College, for admission requirements.*

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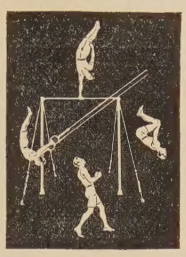
Apparatus and Tumbling Exercises



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A. S. Barnes and Company Publishers

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The Preparation of Teachers of Health and Physical Education

(*Concluded from page* 5)

31. Coaching is a sub-heading under physical education.

QUESTIONS PERTAINING TO THE PREPARATION OF PERSONS FOR HEALTH AND PHYSICAL EDUCATION

1. Should state departments of education approve for the training of teachers only those institutions on the accredited list of the Association of American Universities and of the American Association of Teachers Colleges? (Such a plan might exclude some private schools, although this regulation is in operation for most colleges and universities training secondary school teachers for academic subjects.)
2. What should be the qualifications of persons engaged in preparing teachers; academic and professional?
3. On account of the numerous subjects both academic and strictly educational (psychology-principles) required by the college and state departments of education, should the health and physical education training course be extended to five years?
4. The training of teachers in the field of health and physical education should include both the philosophy and the technique of these subjects. Where should the greater emphasis be placed?
5. Should there be a difference in emphasis between the type of training provided by:
   a. Colleges of education in universities;
   b. Liberal arts colleges;
   c. Private, normal or professional schools?
6. As a general rule, which of the above institutions provide the best teachers, supervisors, or administrators?
7. How great should be the emphasis on the biological and allied sciences in the training of teachers?
8. What training is desirable for the teacher of hygiene or health education in the secondary schools?
9. Should practice teaching be supervised (a) constantly; (b) periodically; and by whom?
10. A director of teacher preparation reports: "In our college training courses we approach health and physical education with ideal situations in mind. When students go outside the college for practice teaching or to accept positions, they find the schools so poorly equipped or organized with respect to this subject that there is no chance to carry out the program they have learned." What should be done?
11. Should any restrictions be placed upon positions accepted by the candidate; (a) with a major in academic subject and a minor in physical education; (b) with a major in physical education and a minor in academic subject, or should such persons be engaged for positions similar to those candidates who have graduated from a four-year professional course?
12. What type of training should be required of the athletic coach who is an academic teacher and not a member of the department of health and physical education?
13. Several standards for certification assert that candidates must present credentials showing the completion of a four-year approved training course leading to the bachelor's degree or its equivalent. What does, "or its equivalent" mean?
14. In what ways should the supervisor's training differ from that required for teachers: number of years of training; semester hours completed; degrees obtained; courses pursued; or years of experience?
15. What types of training (academic-theoretical but pertaining to health and physical education—practical) should be included for candidates taking the A. M. Degree?

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